

CAMBRIDGE

Professional English

Target Score

Second Edition

A communicative course for TOEIC® Test preparation



Charles Talcott Graham Tullis

Teacher's Book

TOEIC is a registered trademark of Educational Testing Service (ETS).
This publication is not endorsed or approved by ETS.

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CAMBRIDGE
UNIVERSITY PRESS

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Introduction

This Teacher's Book has been designed to help both you and your students to make the best of *Target Score*, and to give you guidelines and suggestions for using the Student's Book material as effectively as possible with your class. *Target Score* is a dual-purpose course, built around the framework of the Test of English for International Communication (TOEIC®); it offers students an opportunity to acquire professional communication skills while preparing them for a benchmark assessment of their language competence, using the model of the TOEIC® test. The authors have combined their experience of teaching general business English and TOEIC® preparation classes to create *Target Score*. Most general business English coursebooks do not provide an outcome assessment of students' performance, and most TOEIC® preparation courses do not offer students an opportunity to develop active communication skills. *Target Score*, however, does both.

In addition to comprehensive explanations of how best to approach the twelve units of the Student's Book, in the Teacher's Book you will find ideas and suggestions for developing your own activities and exercises, and full explanations of all review test questions.

Contents

In each unit of the Teacher's Book, you will find the following sections:

- **An overview** of the contents of each unit in the form of a table. This shows the order in which the different components are presented, and includes a short description of each section, with an estimate of the time necessary to complete it. The times are presented with a range—from minimum to maximum. How much time you spend on each section will depend on the level of the class you are teaching, and also on whether you choose to take full advantage of the suggested activities for discussion, debate and speaking practice.
- **A detailed description** of each section of the corresponding Student's Book units. Each of the sections in a unit is introduced by a short summary which indicates the part of the TOEIC® test that it prepares for, together with the specific aims in terms of language and test-taking skills. Each section contains full explanations of all the different types of activities, and gives suggestions for how best to exploit these with your class. Potentially troublesome vocabulary is highlighted, and extension activities are provided. The principal difficulties that face test-takers in each section are also explained.

- **A full set of answer key** explanations for all four review tests. The reviews are an important component of the Student's Book and have two functions. Each review test recycles the language, vocabulary and structures that have been presented in the previous three units, allowing teachers to evaluate students' language acquisition as they complete the course. In addition, the review tests follow the TOEIC® question format and include questions for each section of the actual test. This enables students to familiarize themselves with the test format as they progress through the Student's Book. The answers explain each of the questions in detail and give a full analysis of both correct and incorrect answers.
- **Writing and Speaking activities.** In the teacher's notes for each of the units you will find one or more suggested writing and speaking activities. These activities are of two types: general speaking and writing activities and specific TOEIC® Speaking and Writing Test exercises. Each of the TOEIC® Speaking and Writing exercises prepares for one of the specific tasks that are featured on these tests. For a full description of both the Speaking and Writing Tests see page 8. Each exercise has an icon beside it to indicate which part of the Speaking and Writing Tests it prepares for.

Speaking Test SP1 SP2 SP3 SP4 SP5 SP6

Writing Test WR1 WR2 WR3

Troubleshooting the TOEIC®

The principal difficulties that students face on each section of the test are outlined below and will help you to focus on specific test-taking strategies as you use the Student's Book.

Timing

The TOEIC® Listening and Reading Test is a two-hour test, allowing 45 minutes for the Listening section, and 1 hour and 15 minutes for the Reading section. The rapid pace of the test is one of the built-in challenges that measures students' ability to work quickly in English. It is very important for students to understand that on the Listening section of the test, they will have to adapt to the speed of the audio recording. None of the questions in Parts 1–4 is repeated, so it is crucial for students to remain focused and to concentrate fully on the audio recordings as they are played. For the Reading section, students are able to decide how to manage their time, and can choose

the order in which they answer Parts 5–7 but they must work quickly and pace themselves accordingly.

Listening

Part 1

Part 1 audio recordings are relatively short, as they consist of only four short statements about each picture. However, this section requires focused listening, as very often the statements contain words that are similar in sound. Make sure that students anticipate by looking at the photos before they hear the questions.

Part 2

In Part 2, the main difficulty is that there is no written or visual material in the test book. Everything students need to answer the questions is on the audio recording. If they miss the beginning of the question, they will not be able to select the correct answer. It is therefore essential that students listen to each question as it is played. If they do not understand a question, they should mark an answer at random and prepare to listen to the following question.

Part 3

In this part, students listen to the audio recording of a dialogue in order to answer three questions printed out in the test booklet. They therefore have to switch from listening to reading. Students should always try to read the first line of the questions in the test booklet before they focus on the audio recording. They will not have time to read each complete question, and should stop reading to focus their complete attention on the recording as only highly proficient language learners can listen and read simultaneously.

Part 4

This part presents other difficulties as the recordings of the short talks are between 45 seconds and 2 minutes in length. Students not only have to memorize the information that they hear, but they also have to switch between listening and reading. If at all possible, students should try to read the three questions for each recording before the recording begins. The audio recording always indicates which questions refer to a particular short talk before it is played, using the following words: "Questions 98–100 refer to the following announcement (news bulletin / advertisement, etc.)". However, if students wait for that information, they will not have time to read the three questions. It is also important to tell students that they should not attempt to read and listen simultaneously. The students need to be prepared to listen for and memorize the relevant information given in the short talk.

Reading

Students should set themselves time limits for answering the questions on the different parts of the Reading section. Remember, there are only 75 minutes available and 100 questions to answer; in other words, students have no more than 45 seconds to spend on each question. They should allow more time for Parts 6 and 7, and try to answer the questions on Part 5 as quickly as possible. Some students may prefer to answer the sections that present them with the least difficulty first. As a general rule, students find the Part 5 and Part 6 questions more challenging, whereas the Part 7 questions are more straightforward. Sometimes, students will be faced with questions that are beyond their ability. They need to understand that spending time on these questions may mean they have less time to do questions that are within their ability range.

Part 5

Part 5 consists of incomplete sentences which are quick to read. Students should allow 20 seconds to choose the correct answer for each. They should read the question and mark the first answer choice, then move to the next question. Hesitating and changing the answer will slow them down and often results in choosing the wrong answer.

Part 6

Part 6 presents several texts / documents which each have four numbered blanks. Selecting the correct answers for the questions on this section means that students have to understand the document in its entirety. They should not assume that the proposed answers for each blank refer only to individual sentences but they should look at how the information and sentences may be interconnected as they may need to refer back to other parts of the document. It is therefore important that test-takers allow more time for completing this section.

Part 7

Part 7 presents a selection of texts and documents of different lengths and types. The first 7–10 documents that are presented are single documents with two or more questions to answer on each. However, the last four documents are "double passages" – which feature two interconnected documents each followed by five questions. Double passages require test-takers to cross-reference information from the documents and therefore more time should be allowed for these questions.

Overview of the TOEIC®

Test of English for International Communication

TOEIC® Listening and Reading Test

The TOEIC® Listening and Reading Test is a test of international English that is taken every year by 4.5 million students and business professionals in different countries around the world.* The two-hour test includes 200 multiple-choice questions and is divided into two sections: Listening and Reading. There are 100 questions on each section.

Listening (45 minutes)

- Part 1 Picture identification
- Part 2 Question / Response
- Part 3 Short conversations
- Part 4 Short talks

Reading (1 hour 15 minutes)

- Part 5 Incomplete sentences
- Part 6 Text completion
- Part 7 Reading comprehension

Students will find a description of each part of the test below, followed by a box with specific strategies that will help them to maximize their score.

*For more information, consult the TOEIC® web page at www.toeic.com.

The Listening Test

This section of the test has four separate parts and lasts 45 minutes.

Part 1 Picture identification (10 questions)

In Part 1, students will see a selection of 10 black-and-white photographs and you will hear a series of ten recordings. For each photo they will hear four descriptive statements. They must identify the one statement that best describes what they can see in the picture.

Students should:

- always look closely at each photo and ask themselves:
Who is in the photo?
What objects are visible?
Where was the photo taken?
What are the professions of the people?
What actions are being performed?
What are the positions of the people and the objects?
- make sure they listen to the complete statement. Some statements may only be partially true.

- watch out for homonyms and similar-sounding words that have different meanings.

Part 2 Question / Response (30 questions)

Part 2 features 30 recordings of questions and responses. Each question is followed by three responses. Students must select the appropriate response.

As the questions that students will hear will be of different types, they should:

- try to determine what type of question is being asked and what the purpose of the question is. Some questions ask for information but others may be invitations, suggestions or comments.
- listen carefully to the beginning of the question, especially for question words such as *who*, *what*, *where*, etc.
- not expect the answer to a question to contain the same verb and tense as the question.

Part 3 Short conversations (30 questions)

Part 3 features ten four-part conversations between two people. After listening to each conversation, students have to answer three comprehension questions. Each question has four multiple-choice answers, only one of which is correct.

Students should:

- always read the question before they hear the recording. This will help them to focus on what is said and they may even be able to guess the meaning of words that they do not understand.
- try to identify who the speakers are, where the conversation takes place and what the speakers are talking about, while they are listening to the conversation.
- listen for keywords that will help them to identify the context.

Part 4 Short talks (30 questions)

Part 4 presents ten recorded short talks that may include announcements, weather reports, travel advisories, etc. Students must answer three comprehension questions about each talk. Each question has four multiple-choice answers, only one of which is correct.

Students should:

- read as many questions as they can before they hear the short talk – but they should not read the answers. They will not have time and the answers will distract them.
- focus on the introduction and the first part of the talk to determine the context.
- memorize key information as they listen and not try to answer any questions before they have listened to the whole talk.

The Reading Test

This section of the test has three parts and lasts one hour and fifteen minutes.

Part 5 Incomplete sentences (40 questions)

Part 5 consists of sentences that contain a blank. Students are given four possible answers to complete the sentence. They must choose the correct one.

Students should:

- ask themselves whether the question is testing vocabulary or a grammar point.
- analyze the sentence and try to identify the parts of speech – i.e. noun, adjective, etc. This will help them to choose the correct answer especially on vocabulary questions.
- figure out the meaning and / or the type of word by looking at prefixes and suffixes.
- look for grammatical relationships in the sentence, i.e. cause / effect, conditionals, verb tense agreement, etc.

Part 6 Text completion (12 questions)

Part 6 presents three texts which each contain four numbered blanks. Students are given four possible answers to complete each blank. They must choose the correct one.

Students should:

- scan the whole text to see how it is constructed.
- read the directions that are given for each text – this will tell them what types of documents are presented and may help them to select appropriate answers, especially in questions that focus on lexical items.
- read all the questions carefully and ask themselves:
 - if they are required to refer to information or arguments presented in the different parts of the text in order to answer the questions;
 - if they are required to analyze the grammatical structure of part of the document in order to determine the appropriate tense or form of agreement, i.e. singular / plural, etc.

Part 7 Reading comprehension (48 questions)

In this section of the test, students must read several documents and answer multiple-choice comprehension questions about them. The documents are presented in two different formats:

Single passages These present individual documents (announcements, news articles, letters, invoices, timetables, etc.) and students must answer between two and four comprehension questions on each document by choosing the best answer.

Double passages These feature two documents which are inter-related. The first document presents information and is followed by a second document that contains a response, reaction or enquiry relating to the first one. Students must answer five questions on each of the double passages.

There are 28 questions for the single passages and 20 for the double passages.

Students should:

- skim the questions before reading the passages in order to establish a focus for reading.
- be familiar with the layout of common types of texts such as emails, memos or formal letters in order to facilitate their reading.
- read the title and the first line of the text to determine what kind of text it is and identify the main idea.
- remember that an answer may require that they understand information in different parts of the text.
- read both documents in order to understand the relationship between the two for the sections that feature double passages. Remember that some questions will require them to cross-check information between the two documents. They should therefore allow more time for double passages.

General test-taking strategies

The following simple strategies can help students to perform better on the test:

- Bring a good quality pencil and eraser.
- Make sure that they are familiar with the instructions for each section of the test before they take it. That will help them to concentrate on the questions and they will be able to use their time more effectively.
- Not to panic if they hear or read words that they do not understand. Focusing on the general context will usually help them to answer correctly.
- Remember that they are not penalized for incorrect answers so to always give an answer to each question.

- If they cannot find the right answer to a question in the Listening section or they have not understood part of the recording, they should choose an answer that they think is possible and move on to focus on the next question.
- Try not to let themselves be distracted by a difficult question in the Listening section. They only have limited time between each question so they must answer quickly and be ready to listen to the next one.
- Make sure that they do not run out of time when doing the Reading section – their time is limited.
- Even if they do not have enough time to finish all the questions in the Reading section, they should still complete the answer grid by guessing.

TOEIC® Speaking Test

The TOEIC® Speaking test is a computer-based test which can only be taken at certified TOEIC® centers. To take the 25-minute test, students must register with the nearest TOEIC® center and obtain an appointment to sit the test. When students arrive, they will be seated at a computer and after completing some online administrative formalities they will start the test.

The speaking test has six sections and in each one students will be asked to complete one or more specific speaking tasks. These tasks require them to speak into a microphone and their voice is recorded. The recording is then sent to one or more correctors who evaluate and score their answers to the six tasks.

Task 1 Read a text aloud

Number of questions: 2

Students will be given two short texts of approximately 70 words each that they have to read out loud. They are given 45 seconds to prepare each text and 45 seconds to read each text out loud. The texts are usually advertisements.

Task 2 Describe a picture

Number of questions: 1

In this task students will be asked to make an oral commentary about a picture that they will see on their screen. They should try to describe the picture in as much detail as they can but they can also add personal comments or recollections. They will have 30 seconds to prepare what they want to say about the picture and then 45 seconds to actually speak about it.

Task 3 Respond to questions

Number of questions: 3

In this section of the test students are given a short scenario to read which describes a situation in which they are being interviewed over the phone. Once they have read the scenario and the three questions, they then hear a recording of the same three questions. They are given 15 seconds to answer the first two questions and 30 seconds to answer the third question.

Task 4 Respond to questions using information provided

Number of questions: 3

For this task students are given 30 seconds to read a document. They then hear a recording of a voice mail that refers to the subject of the document. The message is followed by three questions. They are given 15 seconds to respond to the first two questions and 30 seconds to respond to the third question.

Task 5 Propose a solution

Number of questions: 1

In this section students will hear a voice mail from a caller who is presenting a problem and asking for assistance. Students have 30 seconds of preparation time and then 60 seconds to record their response in which they should propose a solution to the caller's problem.

Task 6 Express an opinion

Number of questions: 1

In this section of the test students will be presented with a question about a general topic. They are given 15 seconds to prepare their answer and then have 60 seconds to speak.

TOEIC® Writing Test

The TOEIC® Writing Test is a computer-based test which can only be taken at certified TOEIC® test centers. The test is in three parts. In the first part students are asked to write five sentences – one for each of the five pictures that they will be shown. In each sentence they must include two words that are written below the picture. In part two, students are asked to write a response to an email and in part three they must write a 300-word essay, giving their opinion about a topic.

Task 1 Write a sentence based on a picture

Number of questions: 5

In this task students will be shown a series of five pictures. Each picture is accompanied by two written words. They must write one sentence about each of the pictures including the words that are given. They may change both the form of the words and the order in which they appear. They have 8 minutes to complete this section.

Task 2 Respond to a written request

Number of questions: 2

In this task students are asked to read and respond to two emails. They are given specific directions to follow for each of their responses and they have 10 minutes to read and answer each email.

Task 3 Write an opinion essay

Number of questions: 1

In this section of the test students are asked to write an essay of at least 300 words in response to a question. The question presents an issue or topic and asks them to give their opinion. They have 30 minutes to plan and present their answer.

1 Careers

Focus

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Employment	Part 1	15–25 mins
Listening 1	Temp agency	Part 3	15 mins
Grammar Check 1	Present simple and present continuous	Part 6	20–30 mins
Vocabulary Builder	Suffixes: people and professions	Part 5	20 mins
Viewpoint	Business etiquette: Indian companies	Part 7	20–30 mins
Grammar Check 2	Wh- questions	Parts 2 / 3 / 4 / 7	20 mins
Listening 2	Job interview	Part 2	20 mins
Listening 3	Job fair talks	Part 4	20 mins
Communication	Temporary work agency interviews		40 mins
		Total	3 hrs 10–3 hrs 40

Snapshot

Aims

- TOEIC® Part 1 practice: identifying the context of a photo
- Vocabulary development: employment
- Discussion

The activities in this section introduce the themes of careers and employment which are developed throughout the unit. The pictures provide students with practice in identifying the context of images that they will encounter in Part 1. Explain to students that they should always look for visual clues that give information about the situation that is shown in the picture. The exercise provides a list of possible situations that could correspond to those shown in the pictures. Students should use their dictionaries to find the meanings of these terms, then decide which ones are the most likely. The discussion questions that follow are designed to encourage students to exchange their knowledge and experience of the professional environment in their countries in order to enhance their speaking skills.

Picture descriptions

Picture 1

This picture shows two people *shaking hands* in a room where the *representatives* of two sides in a *negotiation* are *meeting*. The man on the left, who is wearing a

business suit, is most probably a manager and he is shaking the hand of one of the men on the other side of the *conference table*. These men are more casually dressed and are wearing *short-sleeved shirts*. Some documents are laid out on the table. The situation is not a *board meeting* because the participants would all be dressed in the same way, but the setting for the photo could be a *boardroom*. It is unlikely that the situation is a *general assembly* as the representatives are shaking hands after reaching an agreement about something.

Picture 2

This picture shows a *demonstration* in a city street. In the foreground, a *police officer* is positioned in front of some metal *barriers*. On the other side of the barriers, a crowd of people is *gathered*. They are all wearing the same color clothes which suggests that they may all be *employees* of the same company. They are holding *banners* and *signs* with slogans on them. We can read the words "... with justice" on one banner. The situation is not a *company picnic* since the employees are protesting about something. It cannot be a *fire drill* because they would not be carrying banners.

Picture 3

This picture shows two people in an *interview* situation. The women are seated across from each other at a table in a room. One woman is *writing notes* on a *sheet of paper* on a *clipboard*. The other woman is sitting with

her legs crossed and her hands *clasped*. She is speaking to the other woman. There are a number of empty chairs *lined up* against the wall. The picture does not show a *sales presentation* since neither person is presenting a product. It does not show a *conference call* because neither person is using a telephone.

Picture 4

This picture shows three middle-aged men in *business suits* in a *meeting room*. The man on the right is presenting an *award* to the man on the left, and a third man is *clapping*, or *applauding*. The situation is most probably a ceremony for a *member of staff* who is about to take *retirement*. Behind them on the table we can see some *wine glasses* and an *ice bucket*. The situation is not a *press conference* as only three people are present. Neither is it a *product demonstration* as there are no products visible.

Answers

1 c 2 b 3 b 4 a

Listening 1

Aims:

- TOEIC® Part 3 practice: short conversations
- Listening for specific information in telephone calls

The recorded telephone conversations present three situations that a temporary agency manager has to deal with. These are in the form of short conversations and although they do not follow the exact format for Part 3 of the test, they allow students to develop strategies for this section. Students are asked to listen for the specific information to help them to identify the context of each conversation. In the first two conversations, the callers are enquiring about the availability of temporary personnel, and in the third, the caller is informing one of her clients that an employee has interrupted his contract. Although telephoning is dealt with in detail in Unit 3, you may want to focus students' attention on the following language:

This is ...

Speaking.

I'm calling to ...

What can I do for you?

Can you get back to me ...?

Can I help you?

You may want to pre-teach the following vocabulary:

1 <i>schedule</i>	<i>department store</i>	<i>to sort out</i>
2 <i>HR (human resources)</i>	<i>staff</i>	<i>truck driver</i>
<i>to involve</i>	<i>deliver merchandise</i>	
3 <i>full time</i>	<i>to give notice</i>	<i>short-staffed</i>

Answers

A

- 1 availability, contract(s), a previous assignment
- 2 availability, contract(s), an assignment abroad, meeting arrangements
- 3 contract(s), a replacement

B

Call 1

Name of caller Jason Jackman

Subject of call Asking if Sabrina Marquez can do another contract

Action to be taken Laura to check on January contract and to get back to Jason tomorrow

Call 2

Name of caller Howard Mason

Subject of call Wants to hire two truck drivers to deliver merchandise to Mexico

Action to be taken Laura to go for meeting at Howard's office tomorrow at 11 a.m. to go over the conditions and contract

Call 3

Name of caller Laura Alvarado

Subject of call Chef currently on temporary assignment has resigned to take up full-time post without giving notice

Action to be taken New chef to call Manfred first thing tomorrow

AUDIOSCRIPT

A and B

1

Man Hi Laura. This is Jason Jackman from ShowKase stores.

Woman Hi Jason. What can I do for you?

Man Well, I'm calling to ask you if there's any chance of getting Sabrina Marquez to do another contract with us. You know, she worked at our Lexington store last year during the holiday period. Is there any way we can get her back again this year?

Woman Just let me have a look at her schedule. OK, here it is. Well, right now she's working on a two-month contract for a department store. But that finishes on the fifteenth – when do you need her to start?

Man It would be great if she could start right after that and work through the end of January.

Woman She's down for another contract in January but that hasn't been finalized yet. Let me check with her on this.

Man I really need to get this sorted out pretty quickly. Can you get back to me before the end of the week?

Woman No problem. I'll let you know tomorrow.

2

Woman PeoplePower. Can I help you?

Man Yes. My name is Howard Mason. I'm the HR manager of Dextro Logistics and we need to hire some temporary staff.

Woman Fine, Mr. Mason. What exactly are you looking for?

Man Well I need to hire two truck drivers for a service contract that we've just taken on. Do you have any drivers available?

Woman Yes, we do have a number of drivers available. What does the job involve?

Man It's for an international assignment. We have to deliver some merchandise to a client in Mexico. And they gave us your name. The job would be for two drivers and would take about a week, I reckon.

Woman I'll need to know the exact dates and we'll also have to discuss the conditions and go over the contract together. I think it might be better to meet.

Man Sure. Could you come over to my office tomorrow mid-morning? We're at 19 West 57th, third floor.

Woman Just let me check. OK. That's fine. Shall we say at 11?

Man Fine. See you then.

3

Woman This is Laura Alvarado of PeoplePower. Manfred Liebe please?

Man Speaking. What can I do for you?

Woman Well, actually it's about Hamish Douglas, you know, the chef who's been working under contract with you for the last two weeks. I'm sorry to have to tell you this but he's just informed me that he's accepted a full-time position elsewhere without giving me any notice.

Man That's really a shame because he was working out so well. But I assume you'll be able to supply us with a replacement as soon as possible.

Woman Yes. I have a young French chef, Madeleine Legrand, who can replace him. She's just waiting for me to confirm the assignment.

Man This is a busy period and I can't afford to be short-staffed. Could you please have her call me first thing tomorrow?

Grammar Check 1

Aims

- TOEIC® Part 6 practice: text completion
- Review and practice of present tenses

Depending on the level of your students, you may want to review the formation of these tenses and draw attention to the time markers that are used with them. Point out that adverbs of frequency (*occasionally, usually, etc.*) are normally associated with the present simple form while time markers such as *at the moment, right now, at present* are used with the present continuous. Although the focus of this section is not on vocabulary, you may want to point out the following words:

<i>to hire</i>	<i>candidate</i>	<i>findings</i>
<i>survey</i>	<i>release</i>	<i>annual</i>
<i>job market</i>	<i>job prospects</i>	

Answers

A

1 c	2 a	3 b	4 d
-----	-----	-----	-----

B

1 b	2 d	3 a	4 c
-----	-----	-----	-----

C

1 is releasing	2 is changing	3 examines
4 compares	5 show	6 appears
7 expect	8 agrees	9 possesses
10 are becoming	11 suggest	12 do not have

Vocabulary Builder

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Suffixes: people and professions
- Vocabulary development: suffixes

The quiz at the start of this section focuses students' attention on the professions of celebrities. Ask students if they know the professions that made these people famous. Do they also know what professions they did before becoming famous? You can add your own examples of famous people who have changed profession, or ask students to think of examples of people from their country who have done this.

Answers**A**

Celebrity	Profession	Previous profession
1 Paul Gauguin	painter	stockbroker
2 Charles Lindbergh	aviator	farmer
3 Alfred Hitchcock	film director	clerk
4 Marilyn Monroe	actress	factory worker
5 Ralph Lauren	fashion designer	salesman
6 J K Rowling	author	secretary
7 Hillary Clinton	senator	lawyer

Exercise B presents the principal noun-forming suffixes that are used to form words that refer to people who are active in a particular profession or participate in a given activity. You can also have students think of other professions that they could add for each of the suffixes:

1 -ist	geologist	physicist*
2 -ian	politician	physician*
3 -er / -or	painter	advisor
4 -ee	retiree	
5 -ant / -ent	contestant	superintendent
6 -man**	fisherman	

* These two words refer to different professions. In U.S. English, a *physician* is a medical doctor. A *physicist* is an expert in physics.

** In modern usage, the suffix *-man* is often interchangeable with the suffixes *-woman* or *-person*, depending on the gender of the person referred to, i.e. *salesman, saleswoman, salesperson*.

Answers**B**

- 1 -ist: publicist, biologist, pharmacist, receptionist, economist
- 2 -ian: optician, electrician, statistician, historian, librarian
- 3 -er: laborer, designer, engineer
-or: supervisor, surveyor
- 4 -ee: trainee, referee, trustee, addressee, interviewee
- 5 -ant: consultant, accountant, attendant, assistant
-ent: correspondent
- 6 -man) / -woman: fireman*, salesman, saleswoman, repairman, craftsman, craftswoman, chairman, chairwoman

* A more common form of this word in U.S. English is *firefighter*.

C

- 1 consultants / accountants
- 2 chairman / chairwoman
- 3 electrician
- 4 economists

Extension Activity

Guess the profession. Students choose a profession from the list and other students have to ask closed questions to find out what it is:

Do you work outside? Do you work in an office?, etc.

Viewpoint**Aims**

- TOEIC® Part 7 practice: reading comprehension
- Answering Wh- questions
- Discussion: business etiquette – Indian companies

The topic of the text is on one type of training that is given to staff in some Indian companies in order to prepare them to work with clients from other English-speaking cultures: cultural awareness and business etiquette training. Although the article is descriptive in tone, it raises the sensitive issue of Western cultural imperialism. Some readers, for example, may be offended to learn that employees are forced to adopt a style of dress and to change their behavior in order to conform to the Western culture of a multinational or international company's clients.

Before doing the reading activity, you may want to pre-teach the following vocabulary:

necktie	to raise a toast	conference call
to interact with	interactions	foreigner
compensation	to crack a joke	punctuality
protocol	benefits	a bid
competitor	a fit	project leader

Answers

- 1 To learn global-employee skills.
- 2 How to interact with people from other cultures.
- 3 You should not slap him / her on the back or call him / her by his / her first name in the first meeting.
- 4 They have improved the image of Indian companies and allowed them to work on bigger projects at better rates.

DISCUSSION

The discussion questions are designed to get students to give a personal reaction to the issues raised in the article. Would they feel motivated by the kind of training offered by Indian companies? Would they find it acceptable to have to change their normal behavior and dress to suit their employer?

TOEIC® Tip

This tip explains the most common forms of address. It is important to point out that *Mr.*, *Miss.*, *Mrs.*, *Ms.* are never used in formal situations unless followed by a last name. It may be useful to inform students that the TOEIC® uses a selection of first names and last names from a variety of countries. You can ask the class to give some examples of common names and family names from their country.

Wh-word		Legal status
1 Where	were you born?	illegal
2 When	did you graduate from high school?	illegal
3 How many	children do you have?	illegal
4 *What / How many	languages are you fluent in?	legal
5 Who	do you live with?	illegal
6 How much / What	do you weigh?	illegal
7 Which / What / How many	social organizations do you belong to?	illegal
8 How	old are you?	illegal

* In the U.S., question 4 is the only legal question. This is because employment laws make it illegal for an employer to obtain certain information from an interviewee. This ensures that minority groups are given equal employment opportunities. Question 4 is therefore only legal if the candidate's ability to speak a foreign language is part of the requirement for the position offered. In the U.S., it is illegal for any recruiter to ask about the applicant's ancestry, national origin, parentage or nationality, or to ask *how* the applicant learned to read, write or speak a foreign language. For the interviewee, he or she can choose to answer any question asked by the interviewer, even if the question is illegal. Nevertheless, if an interviewer has asked an illegal question, he or she may be subject to legal action.

Grammar Check 2**Aims**

- TOEIC® Parts 2 / 3 / 4 / 7 practice
- Review of Wh- questions: question forms
- Discussion

Recognizing and understanding question forms is essential in Parts 2, 3, 4 and 7 of the test. In addition, in Part 2, students must be able to identify appropriate responses to different types of questions. In this grammar section, the questions that are presented are information questions. These require responses which provide information about a job candidate's experience and background.

Answers**A**

1 c	2 a	3 b
4 e	5 d	6 f

B

1 Where	2 When
3 How many	4 What / How many
5 Who	6 How much / What
7 Which / What / How many	8 How

DISCUSSION

You can initiate a short discussion about how interviews are conducted in the students' countries. Ask students to give examples of their own personal experience of interviews by using the questions in exercise A of the Grammar Check.

TOEIC® Tip

This tip draws attention to potentially confusing questions and gives examples of the different types of questions that begin with *How*. Ask students to think of other examples of questions that use *How* plus an adjective or adverb, i.e. *How big?*, *How far?* You should also point out that *How* is also often associated with *about*, and used in questions which make suggestions and invitations:

How about taking a break?

The correct response to a question with *How about?* is to either accept or refuse the invitation or suggestion.

No. Let's finish what we're doing first. /

Good idea. I think we all need one.

Listening 2**Aims**

- TOEIC® Part 2 practice: question / response
- Listening to interview questions

Before listening, have students read the answers and check their understanding of potentially difficult vocabulary such as:

leadership skills *to strive for* *to oversee*
to conduct *to achieve*

You may wish to ask students to prepare appropriate questions for each of the answers. After completing the listening, you can ask students to compare their questions with the ones that the speaker used in the recording.

Answers

- 1 A
- 2 F
- 3 E
- 4 G
- 5 C

There are no responses for questions B and D.

AUDIOSCRIPT

- A What qualities make an ideal manager?
- B What is most important to you in a job?
- C How would you describe yourself?
- D What are your long-term career plans?
- E What are your present job responsibilities?
- F How do you spend your free time?
- G What skills have you developed recently?

Listening 3**Aims**

- TOEIC® Part 4 practice: short talks
- Listening to an informal talk

Remind students that in Part 4 it is important to identify the context of the short talk. They can do this by listening for key phrases that indicate whether the talk is formal or informal. Tell them to look out for the use of the personal pronoun *you* which indicates a talk in the presence of an audience. Although students need to be able to filter and cope with difficult vocabulary in Part 4 listenings, you may want to pre-teach the following words:

<i>seminar</i>	<i>applicant</i>	<i>to compliment</i>
<i>strengths</i>	<i>job-seeker</i>	<i>job performance</i>
<i>advancement</i>		

Answers**A**

- 1 recruiters, headhunters
- 2 job-seekers, job-hunters
- 3 interviewing, e-recruiting

B**Don Stanley**

- 1 15-minute interview, not 50-minute interview
- 2 shorter, not longer
- 3 hiring professionals, not interviewees

Kimberly Armstrong

- 1 job interviews, not advertisements
- 2 job-seekers, not interviewers
- 3 job-seekers, not recruiters

AUDIOSCRIPT**B****Don Stanley**

Good morning. My name's Don Stanley and I'd like to welcome you to my seminar "Getting the most out of the 15-minute interview." As recruitment managers, you may find that you have less time to spend interviewing. With more applicants due to Internet job postings and tougher competition for top prospects, recruiters have to be more efficient in the hiring process. Well, today I'm going to teach you some tips on how to do that. By following a few simple steps, you can save time without giving candidates the impression that you are rushing them through a quick and impersonal interview. OK. First, open with small talk, but don't let it exceed two or three minutes. Second, focus on a few essential questions.

Then, give the applicant a few minutes to ask questions about the job.

And finally, conclude by complimenting the candidate on their strengths.

So let me elaborate on my first point, small talk ...

Kimberly Armstrong

At the end of most interviews, job-seekers have the opportunity to ask questions. But very few take advantage of this moment to learn more about the job. Remember, you also want to find out whether the company and the job are right for you. It's a good idea to ask what results are expected from the position. You may want to know how job performance is evaluated. You may also want to ask one or more of these questions:

"What are the challenges of this job?"

"What advancement opportunities can the company offer?" and "What are the long-term goals of this department?"

Questions like these can help you decide whether the job fits your career plans.

Communication

Aim

- Speaking practice: asking and answering interview questions

This section gives students an opportunity to practice asking and answering interview questions. There are various ways that the activity can be organized in the classroom, depending on the number of students.

It can be done as a pairwork activity where students can take turns playing each role. Or it can be done in groups with the interviewers preparing their questions while the interviewees anticipate the questions that they think they may be asked, and prepare responses.

It also works well in groups of three with two co-directors and an applicant. One interviews the candidate and the other observes the interview and takes notes on the interviewee's performance.

Applicants can rotate several times so that interviewers have a chance to conduct several interviews before deciding on the best candidate. Interviewees can also meet after the interviews to decide which interviewers were most effective, and why.

To prepare the jobs that the candidates will apply for, you can either use the following short summaries of the main requirements for different positions, or you can clip suitable job advertisements from the newspaper, or copy them from the Internet.

Position

Water sports instructor

Requirements

- instructor level in one of the following: diving, water-skiing, sailing
- 6-month contract
- foreign location
- excellent physical condition
- previous experience required
- able to travel
- irregular working hours
- good written and oral communication skills

Mystery shopper*

Television sports commentator

Hotel receptionist

- good speaking voice
- excellent speaking skills
- extensive knowledge of football, basketball and rugby
- frequent travel
- weekend work
- good physical presentation
- excellent interpersonal skills
- knowledge of office software
- foreign languages an advantage
- willing to work at the weekends and late at night

* Mystery shoppers conduct quality control inspections of retail stores and service outlets. The inspectors are called mystery shoppers because they act as if they are normal clients and evaluate the store and its personnel as they are being served.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

1 agree hands

The men are shaking *hands* because they have reached an *agreement*.

2 crowd barriers

The *crowd* has to wait behind the *barriers*.

3 candidate notes

The woman is taking *notes* as the *candidate* is speaking.

4 present gift

The man is being *presented* with a *gift*.

TOEIC® Speaking Test Practice SP6

You may want to use the following question as practice for Part 6 of the Speaking Test. Remind students that they have 15 seconds to prepare their answers and 60 seconds to speak. You may choose to record their answers on audio.

Some companies allow their employees to dress casually when they are at work while others require them to wear uniforms or business suits. How do you think that employees should be dressed at work?

TOEIC® Speaking Test Practice SP3

You can use the subject of interviewing to provide students with practice for the third part of the Speaking Test. You should remind students that they will not be given time to prepare their answers to the questions and

will have no more than 15 seconds to answer the first two questions and 30 seconds to answer the last.

You are applying for a new job. The recruitment manager of the company you applied to has asked you to take part in a telephone interview. Answer the interviewer's questions:

What are your strengths?

What things would you like to learn?

How would you describe your ideal job?

TOEIC® Writing Test Practice WR2

You can assign the exercise below as practice for Part 2 of the Writing Test. Remind students that they have 10 minutes to read and answer the email.

The screenshot shows a classic Windows-style email application window. At the top, there are standard toolbar icons for Delete, Reply, Reply All, Forward, New, Mailboxes, Get Mail, and Junk. Below the toolbar, the email content is displayed:

FROM: M. Bridges
TO: New graduate trainees
SUBJECT: Welcome message
SENT: April 19th

On behalf of the staff and management of Omnitex I would like to extend a warm welcome to all the new graduate trainees who have just joined us. We are confident that the two months that you will spend with us here at the Ridgewood Production facility will be rewarding ones and that we will all enjoy working together. I hope that you have all received your guest welcome packages with information about the company's operations and useful practical information to make your stay here as easy as possible. If you have any questions, please contact me personally.

Marjorie Bridges
Human Resources Manager

Respond to the email as if you were one of the graduate trainees who has just joined Omnitex. In your email, make two requests for information.

2 Workplaces

Focus



Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Work environments	Part 1	15–25 mins
Grammar Check 1	Count and non-count nouns	Part 6	10–20 mins
Listening 1	Office complaints	Part 2	15–25 mins
Grammar Check 2	Prepositions of place	Part 5	20–30 mins
Listening 2	Describing a workplace	Part 4	15–20 mins
Vocabulary Builder	Word families: prefixes and suffixes	Part 5	20–30 mins
Viewpoint	Workplace surveillance	Part 7	20–30 mins
Listening 3	Communication at work	Part 3	10–15 mins
Communication	Safety screening		40 mins
		Total	2 hrs 45–5 hrs 55

Snapshot

Aims

- TOEIC® Part 1 practice: identifying objects in pictures
- Vocabulary development: work environments
- Discussion

The pictures in this section introduce the theme of the workplace which is a central focus of all parts of the TOEIC® test. Students should first focus on the general settings for each picture and identify the type of workplace that is featured. Once they have done this, they should then identify the professions of the people who work there, then the tools and equipment that are used in each workplace. Explain that specific vocabulary related to the workplace is often featured in the questions in Part 1 of the test. You may need to help students to identify the appropriate words to describe the objects that they can see. A complete list is given on page 18.

Picture descriptions

Picture 1

This picture presents the interior of a *laboratory* where three people are working. They are all wearing *lab coats*. The man in the foreground is working with a *pipett* and is *filling* some *containers* that are *laid out* on the *work surface* in front of him. We can see various *apparatus*

and *equipment* beside the containers. The two other people are working at the *counter space* in the center of the room. The walls are lined with glass-fronted *wall cabinets* and there are *drawers* under the work surfaces.

Picture 2

This picture shows an *architect* or *designer* at work at a table in her office. She is using a *triangle* to draw a *line* on the *drawing* or *plan* that she is working on. There is a *scale model* of a house on the table. Behind the woman we can see a table and chair and a *shelf unit*. There is a *picture* on the wall between the two windows which have their *blinds* drawn.

Picture 3

The setting for this picture is a *garage workshop*. A *vehicle* is parked in the *foreground* with its *hood* open. A *mechanic* is leaning over the side of the vehicle and is *adjusting* or *working* on a component in the *engine compartment*. In the background, we can see a selection of *mechanic's tools*.

Picture 4

This picture shows the inside of a *warehouse*. A man is *driving* a *forklift* and *moving* three *coils* of pipe or metal which are *stacked* on top of each other. We can see other coils which are *lined up* in *rows* to the right of the driver.

Answers**A****Suggested vocabulary**

	Objects	Workplace	Jobs
Picture 1	lab equipment bottles containers pipet test tubes jars solutions	laboratory	laboratory technician
Picture 2	drawing ruler drawing board model	architect's office	architect
Picture 3	car tools battery engine hood fender wheel tire	garage workshop	mechanic
Picture 4	forklift stock coils pallets	warehouse	forklift driver warehouse worker

Exercise B provides practice with writing simple statements about pictures and is designed to help students to become more familiar with the types of statements that are featured on Part 1 of the Listening and Reading Test. You should point out that the questions in Part 1 are not always straightforward descriptions like *The people are working*, but more often complicated sentences which contain prepositions and adverbs. Look at the following suggestions for descriptive statements of the four pictures:

Answers**B****Possible statements****Picture 1**

The man is filling some containers.
The work surface is covered with equipment.
The wall cabinets are used for storage.
He's carrying out a test.
The staff are wearing lab coats.

Picture 2

The woman is working on a plan.
There is a model on the table.
She's drawing a line on a plan.
The blinds are drawn.
There is a table behind the woman.

Picture 3

He's repairing the engine of a car.
The hood of the car is open.
The man is fixing the car.
The battery is on the floor.

Picture 4

The workman is moving some goods with a forklift.
The warehouse is stocked with goods.
The coils are stacked on top of each other.
He's moving the goods from one place to another.

DISCUSSION

The discussion questions allow students to share their personal experiences in different types of workplaces. Even if students have not had much professional experience, many will have worked part time or completed short training periods in businesses or organizations. Ask them to describe the places where they worked, the types of work that they were asked to do, and the tools and equipment that they used in their jobs.

Extension Activity

As an extra activity you may want to focus students' attention on the vocabulary that is associated with other professions. Choose several different professions, for example:

carpenter nurse firefighter gardener

Hand out a list of words that refer to the equipment that is used in each of these professions (you can distribute these on cards). Divide the class into teams and ask them to match each item with one of the professions.

nails	syringe	hypodermic needle	thermometer
power drill	stethoscope	chisel	bandages
saw	hammer	measuring tape	breathing apparatus
hydrant	hose	fire engine	secateurs
spade	lawnmower	greenhouse	trowel

Grammar Check 1

Aims

- TOEIC® Part 6 practice: text completion
- Familiarizing students with the difference between count and non-count nouns

This section gives a brief introduction to the two main categories of nouns in English. Students will probably already be familiar with this distinction, but you may want to remind them that count nouns have either plural forms with *s*, or irregular plural forms (*men, women, children, etc.*), whereas non-count nouns have no plural forms. You should point out that the determiners *many* and *few* are used with count nouns, while *much* and *little* are used with non-count nouns.

You can also give students examples of other specific noun forms:

- nouns which are only used in the plural:
premises, clothes, glasses
- nouns which are only used in the singular:
the sun, the past, the weather
- nouns which refer to a group:
the public, the audience, the company

It may be necessary to review some of the vocabulary that is used in the practice exercise and, in particular, the following words:

*embedded airflow venture microprocessor
information technologies*

Answers

A

1 a	2 b	3 b
4 a	5 b	

B

1 result	2 architecture	3 furniture
4 Researchers	5 work	6 impact
7 privacy	8 teams	9 transition
10 people		

necessary to explain the meaning of *janitor* and *storage* space. You can then compare the students' conclusions with the official results of the survey of U.S. office facility managers (IFMA), which ranked the complaints in the following order:

- 1 temperatures too low
- 2 temperatures too high
- 3 poor janitor service
- 4 lack of meeting rooms
- 5 inadequate storage space
- 6 poor air quality
- 7 lack of privacy
- 8 inadequate parking facilities
- 9 unreliable computers
- 10 noise levels

Exercise B gives practice in listening to different kinds of questions. If you have time, ask students to select some of the questions and to prepare (in pairs or small groups) examples of possible responses. You can then ask them to role play the conversations, taking it in turns to ask and answer each of the questions.

Answers

B

1 J	2 A	3 H
4 F	5 D	6 B
7 G	8 I	9 E
10 C		

AUDIOSCRIPT

B

- A Isn't there any way we can get the air-conditioning to work?
- B Where am I going to put all these files?
- C How can you concentrate with all that construction work going on outside?
- D Don't you think they could provide more reserved spaces in the parking garage?
- E Why can't they figure out what's wrong with my email account?
- F Didn't the janitor say that he would get someone to clean the windows over the weekend?
- G When are they going to turn the heating on?
- H How come the conference rooms are always booked when you need them?
- I Why don't you ask them to give you your own office?
- J Can we close that window and keep the dust from coming in?

Listening 1

Aims

- TOEIC® Part 2 practice: question / response
- Listening to question forms
- Discussion

Before playing the audio recording of the questions in exercise A, students have the opportunity to discuss their experience of "annoying" working conditions. It may be

Grammar Check 2

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Review of prepositions of place

This grammar review section is designed to give students general practice with a wide range of prepositions that are used to describe the positions of objects and people in space. On the TOEIC®, prepositions of place are often included in statements in Part 1, but are also often featured in Part 5 and 6 questions. Exercise C is presented as a Part 5 blank-fill. Students will have an opportunity to practice making a description using prepositions of place in the activity that follows Listening 2.

Answers

A

1 around	2 opposite	3 along
4 alongside	5 under	6 through
7 toward(s)	8 within	9 above
10 against		

B

inside 8	beneath 5	with 6
beside 4	down 3	to 7
round 1	across from 2	over 9

C

1 d	2 c	3 d	4 a	5 d	6 b
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This tip draws attention to the other main use of prepositions which is to situate events in relation to time.

Listening 2

Aims

- TOEIC® Part 4 practice: short talks
- Listening for specific information
- Vocabulary development / acquisition
- Speaking practice: using prepositions to describe the positions of objects in a photo

This section starts with a review of some common office vocabulary which frequently appears on the test. You may need to help students with the words to describe the objects in the picture (see the vocabulary list). Before playing the audio recording, you may wish to ask students to practice what they have just done in Grammar Check 2 and to say where the objects are located in the picture.

Answers

A

- 1 **paperwork**
faxes, envelopes, documents, letters
- 2 **publications**
directories, magazines, books, manuals
- 3 **office supplies**
stapler, scissors, pens, paperclips
- 4 **electrical equipment**
computer, lamp, fan, mouse, keyboard, headphones
- 5 **personal effects**
photos, certificate, knick-knacks, mug, poster, bag

B

See objects underlined in A.

C

- 1 invoices: in-box tray
- 2 price lists: shelf on the left
- 3 personal items: shelf on the right
- 4 customer files: filing cabinet, computer
- 5 printer cartridges: filing cabinet drawer

AUDIOSCRIPT

C

Welcome to my office. Yes, this is where I work. It may look like a mess to you, but don't worry, I know where everything is, or at least I'm pretty sure I do. As you can see I have a nice big desk where I can lay everything out, so it's usually covered with an assortment of things – reports that I'm working on, documents that I have to consult. There's an in-box tray too and you can just see it under that pile of papers. That's where I keep all the important correspondence that I have to deal with like invoices, bills and important emails I've printed out. Then there's the electronic heart of my working life, my computer, and I use it all the time. It's connected to a network and to the Internet and that's where I get most of the information I need. I have headphones too, so I can listen to music while I work.

On the wall behind it there are two shelves. The one on the left is where I put all the books that I need, you know, reference material, manuals, price lists, software guides and that sort of thing. And then on the one on the right, there's all my personal stuff like photos of the family and friends, and my collection of puppets. Oh, and also my two good luck charms – a silver key and a little miniature elephant. Under the desk you can just see a black filing cabinet. That's where I keep all the print documents that I need to refer to – reports and customer files. There's not that much in there because most of it's on the computer.

It's also got a drawer where I keep all the office supplies that I need like staplers, tape, printer cartridges and so on.

ACTIVE PRACTICE

In this speaking activity, students are asked to work in pairs to describe a photo of an office environment by indicating where specific items are located. Each pair will be working with drawings that are slightly different. It is not necessary to tell them this before starting the activity as they will discover this by listening and questioning their partner's description.

Answers

Suggested answers

Student A

The pencils are beside the notebook.

The cup is on the desk.

The picture is on the wall on the right of the filing cabinet.

Student B

One pencil is on the notebook.

One pencil is on the right of the mouse pad.

The cup is on the filing cabinet.

The picture is on the wall on the left of the filing cabinet.

Other objects in different places are:

the plants, the eraser, the notebook, the trashcan, the mouse, the biscuit, the filing cabinet.

Answers

A

- 1 reform, uniform
- 2 conform, deform, inform, perform, reform, transform
- 3 former, formative, formal
- 4 formalist, formality
- 5 formally, formerly
- 6 formation

B

conformist, conformity, deformation, deformity, informal, informant, information, informer, informality, performance, performer, reformation, reformer, transformation, transformer

C

1 former	2 formal	3 uniforms
4 forms	5 performance	

D

A complete list of the prefixed and suffixed forms of *draw*, *present*, *quest*, *sign*, *move* and *employ* is provided in the table opposite.

Base form	Prefixed form	Suffixed form	Prefixed and suffixed form
draw (v)	overdraw (v) withdraw (v)	drawer (n) drawing (n)	withdrawal (n)
present (v)	represent (v)	presentation (n) presenter (n) presentable (adj)	representative (adj / n)
quest (n)	request (v) inquest (n)	question (n / v)	unquestionable (adj)
sign (v)	assign (v) resign (v) countersign (v)	signature (n)	assignment (n) resignation (n)
move (v)	remove (v)	movement (n) moveable (adj)	removal (n)
employ (v)	re-employ (v)	employment (n) employee (n) employer (n)	unemployment (n)

Extension Activity

Ask students to bring in a photo of their work area (at home or at the office) and to describe it to a partner.

Vocabulary Builder

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Review of the principles of prefixation and suffixation
- Vocabulary development: word families

This exercise focuses on how words can be generated from a base form by adding prefixes and suffixes. The more familiar students are with suffixed and prefixed forms, the easier it will be for them to identify the parts of speech that are associated with specific affixes. Questions on Part 5 often test this.

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Vocabulary development / acquisition
- Discussion

The article deals with working conditions in some companies in the United States. It is intended to provide input for discussion and debate about the extent to which employees' behavior at work should be monitored. You may want to hold an initial discussion. Ask students to give their reactions to the following questions before they read the article.

- *What do you think an employer should do if he / she discovers that an employee is using or has used the office phone to make a personal call?*
- *What would you do if you were the boss?*

Before completing the reading, ask students to focus on the first paragraph of the text after the introductory sentence. This is a useful strategy that they can apply to Part 7, where key information is often contained at the start of a reading document. Students can list the verbs in the first paragraph that relate to surveillance, i.e.

*document analyze measure monitor
count clock track*

In addition to the words that students are asked to identify in the first paragraph, it may be useful to point out the following vocabulary:

<i>to gather data</i>	<i>auction</i>	<i>instant messages</i>
<i>to fire</i>	<i>outgoing</i>	<i>plaintiff</i>
<i>attorney</i>	<i>unemployment benefits</i>	
<i>big business</i>	<i>polled</i>	<i>to sue</i>
<i>overtime pay</i>	<i>tardiness</i>	<i>to outweigh</i>

TOEIC® Tip

This tip emphasizes the importance of scanning Part 7 reading comprehension texts by focusing on key sections of the document.

Answers

B

1 a 2 a 3 c

DISCUSSION

After reading the complete text and answering the comprehension questions, start a follow-up discussion by asking students to say whether they think that there should be limits on the degree of surveillance that employers / government authorities can carry out.

Listening 3

Aims

- TOEIC® Part 3 practice: short conversations
- Listening for gist

In this exercise, students are asked to focus on the general context of the conversations and to answer the question *What is happening in each conversation?* You can also ask them to guess the relationship between the speakers (boss / subordinate / colleagues) and to say what clues helped them to decide (i.e. forms of address, tone of voice).

Answers

A

1 request	2 issue	3 assign
4 review	5 suggest	6 express
7 discuss		

B

A issue instructions	B discuss problems
C express opinions	

AUDIOSCRIPT

B

A

Man Could you ask Mr. Walters to step into my office for a few minutes?

Woman I'm afraid he's in a meeting right now. But he should be finished in an hour or so.

Man Oh well, don't disturb him right now. But please tell him I do need to see him urgently.

B

Man I can't believe it. We don't have any instruction manuals left.

Woman Why don't we call the Brussels office? They may be able to help us out.

Man I've already done that. They're out of stock too.

Woman So there's no way we'll be able to complete the order on time.

C

Woman Do you think I should apply for the management position in the customer service department?

Man Well, you certainly have the experience. But it will mean working much longer hours and the salary's not that great.

Woman I know. Maybe I'd be better off staying right where I am.

Communication

Aim

- Speaking practice: presenting persuasive arguments; asking questions

This activity can be organized as an informal presentation where the representatives of each group take it in turns presenting their arguments for or against the plan to introduce video surveillance. Students should take notes of what the speakers say. These can be used as the basis of a short question and answer session following each presentation.

Writing Practice

You may want to give your students practice with writing short articles. Since the article will refer to the arguments presented by the different participants at the forum, students may find it helpful to refer to the Grammar Reference on pages 135 and 136 of the Student's Book which explains reported speech and reporting words. The articles should be limited to approximately 150 words.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

- 1 *who coats*
The people *who* work in the lab have to wear special *coats*.
- 2 *model on*
The *model* of the house is *on* the desk.
- 3 *repair workshop*
The mechanic is *repairing* the car in a *workshop*.
- 4 *warehouse goods*
The *goods* in the *warehouse* are being moved.

TOEIC® Speaking Test Practice SP6

You may want to use the following question as practice for Part 6 of the TOEIC® Speaking Test. Remind students that they have 15 seconds to prepare their answers and 60 seconds to speak. You may choose to record their answers on audio.

Some companies allow their staff to personalize their workspaces by adding their own objects and decorations but other companies do not. Do you think that staff should be allowed to decorate their workspaces? Give your opinion.

TOEIC® Writing Test Practice WR3

You may want to use the subject of employee surveillance as practice for the TOEIC® Writing Test. Remind students that they will have only 30 minutes to prepare and write a 300-word essay on the following subject:

In some countries employers install software and other systems in order to monitor the behavior of their staff. Do you think that employers should be allowed to monitor all the activities of their employees? Give reasons for your opinion.

3 Communications

Unit Focus

News Internet Broadcasting

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Means of communication	Part 1	15–25 mins
Vocabulary Builder	Compound nouns (noun + noun)	Part 5	20–30 mins
Listening 1	Conversations: information	Part 3	20 mins
Grammar Check 1	Articles: <i>a, an, the</i>	Part 6	20–30 mins
Viewpoint	Oral and written cultures	Part 7	25–35 mins
Listening 2	Telephoning	Part 2	25–35 mins
Grammar Check 2	Present perfect and past simple	Part 6	25–35 mins
Listening 3	Radio news bulletin	Part 4	20–30 mins
Communication	Press conference: corporate layoffs		40 mins
		Total	3 hrs 30–4 hrs 40

Snapshot

Aims

- TOEIC® Part 1 practice: picture analysis – actions and objects
- Vocabulary development: means of communication

The pictures present four contemporary means of communication: newspapers and print media, telephoning, mail and postal services, computers and Internet.

Picture descriptions

Picture 1

A woman is standing in front of a *rack of newspapers* at a *kiosk* or *newsstand*. The *daily papers* are *on display*. She is holding a *tabloid* newspaper and is reading the *front page headlines*.

Picture 2

A woman is using a *public phone* that is outside on the sidewalk. This phone appears to be *coin-operated*, which means that a call can be made by *inserting coins*

or *change* into the *slot*. Callers can also use *pre-paid calling cards*. (Some English speakers still call this type of public phone a *phone booth* even though it is not enclosed.) She is holding the *receiver* in her right hand.

Picture 3

A woman is standing in front of a public *mailbox* that is located on the *sidewalk*. She is dropping *letters* into the *slot*.

Picture 4

A woman is sitting in front of a *computer screen* in an office. She could be *consulting* the *Internet* or reading her *email*. Her left hand is on the *keyboard* and her right hand is using a *mouse*.

Students need to practice actively looking at and describing TOEIC® Part 1 photographs. This opening section focuses students' attention on the particular actions and objects in the pictures. Encourage your students to practice describing photographs in newspapers and magazines in preparation for the test.

Suggested vocabulary

	Actions	Objects
Picture 1	reading a newspaper looking standing	newspapers newsstand racks
Picture 2	calling phoning using a payphone listening speaking	telephone payphone street
Picture 3	mailing posting dropping her mail	mailbox letters package
Picture 4	sitting looking checking her email reading typing	computer keyboard screen mouse Internet email

In exercise A, students should choose one photo and write a statement for it. They can then read the statement out loud to a partner or to the class, who then have to identify which photo the statement refers to.

Answers**A****Possible statements****Picture 1**

She's reading a newspaper.
She's at a newsstand.
There are many newspapers displayed on the rack.

Picture 2

She's talking on the phone.
She's calling from a public phone.
She's using a payphone.

Picture 3

She's mailing letters / packages.
She's dropping the mail into the box.
The mailbox is on the sidewalk.

Picture 4

She's working on a computer.
She's looking at the screen.
She's reading / checking her email.

B

1 D, G 2 E, H 3 A, C 4 B, F

AUDIOSCRIPT

- A The woman is mailing several letters.
- B The keyboard is in front of the computer screen.
- C The mailbox is located on the sidewalk.
- D She's reading a daily paper.
- E There's a public phone next to the curb.
- F The woman is checking her email.
- G The newspapers are displayed in racks.
- H The woman is calling from a payphone.

You may want to ask students to list other means of communication: *television, radio, telegrams, flyers, banners, public postings, bulletin boards, fax machines*.

Vocabulary Builder**Aims**

- TOEIC® Part 5 practice: incomplete sentences
- Vocabulary development: compound nouns; collocations

This exercise focuses on compound nouns or noun + noun combinations used in different fields of communication: broadcasting, press, information technology, telecommunications, postal services. Noun + noun combinations are commonly used in English and can be confusing for learners. The second noun is the object and the first noun describes or modifies this object. For example, in the compound noun *telephone bill*, the object is a *bill*. *Telephone* describes what kind of bill it is.

Answers**A and B**

Broadcasting	cable television news bulletin
Press	feature article front page
Information Technology	web browser computer screen
Telecommunications	phone booth voice mail
Postal Services	mailbox post office

C

- 1 voice mail
- 2 feature article, front page
- 3 mailbox, post office

www.frenchpdf.com

Woman Well, she'll need to sign the original so you'll have to send it. And you'd better hurry. The mail pick-up is in fifteen minutes.

Man No problem, it's all ready to go.

Woman That's great. That way she'll get it before the weekend.

4

Woman It's almost seven o'clock. Are you going to watch the evening news?

Man I don't want to miss the overseas elections results. Which station do you prefer?

Woman Channel Five has the best international coverage.

5

Man Do I have to type my log-in and password every time I want to check my email?

Woman Here, I can show you how to set your computer to do it automatically.

Man Thanks. That'll be a real timesaver.

Extension Activity

Students can practice the dialogues from the audioscripts at the back of the book. You can also have them improvise conversations based on the first sentence of each dialogue.

More advanced students can develop their own dialogues based on one of the situations given in the exercise. Other situations might include:

- mailing a package at the post office
- asking someone to fax a document for you
- buying stamps and envelopes
- talking to an operator about making a long-distance call
- using a cell phone

Grammar Check 1

Aims

- TOEIC® Part 6 practice: text completion
- Review of articles: *a, an, the*
- Topic: special interest group television networks and channels

The correct use of articles in English is challenging for many students. It is important that they practice determining whether a noun refers to a specific, definite object or whether the noun refers to a non-specified, indefinite object.

For example:

The television in the room belongs to the school.
(specific, definite object)

A television can cost a lot of money. (non-specified, indefinite object)

Television is an effective means of communication.
(non-specified, general)

Exercise B features the Aboriginal Peoples Television Network. The proliferation of satellite and cable television has made broadcasting much less expensive and, thus, more accessible to many special interest groups. Some groups have been able to launch their own networks and channels, creating programs that feature culturally-specific topics and issues that can be presented in the native language.

Possible discussion questions

- Do you know of any television channels or networks that are devoted to a particular culture or language group?
- How does media help to preserve and promote a particular culture?
- How does media influence and change culture?

Answers

A

1 a, an, the	2 the
3 a / an	4 the
5 television (because it's a general noun)	

B

1 The	2 the or no article
3 a	4 the
5 an or the	6 the
7 the	8 a
9 no article	10 no article
11 a	12 the
13 no article	14 the

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Topic: changes in the way people in different cultures communicate; oral versus written modes of communication
- Discussion: culturally-specific modes of communication; how technology is affecting communication

The article encourages students to reflect on how cultures – regional, ethnic, and even professional – prefer certain modes of communication. Begin with the lead-in question in the book: *Which do you prefer – exchanging emails or talking on the phone? Why?*

Have students study the three comprehension questions before reading the article. After they have answered the questions, have students go back and identify the words that relate to communication:

<i>signature</i>	<i>someone's word</i>
<i>handshake</i>	<i>a "mode" of communication</i>
<i>oral</i>	<i>written</i>
<i>written contract</i>	<i>oral agreement</i>
<i>written record</i>	<i>spoken account</i>
<i>cell phones</i>	<i>text messages</i>
<i>texts</i>	<i>Internet</i>
<i>email</i>	<i>bulletin-board postings</i>
<i>real-time chat lines</i>	<i>corporate communications</i>
<i>information</i>	<i>transmit</i>
<i>codes</i>	<i>information channels</i>
<i>information exchange</i>	

Answers

- 1 talking on a cell phone, sending text messages, email, chat lines, bulletin-board posting, chat lines
- 2 They're considered to be more reliable.
- 3 A company sent text messages to employees to lay them off.

DISCUSSION

Encourage students to focus on their “culture of communication”. Is it primarily oral or written? Are the “communication cultures” different in public and private, at work, at school, between younger and older generations, between men and women? In terms of technology, ask students whether they think that improvements in technology have improved the *quality* of communication over the last several years. Because of cell phones, Internet, etc., people seem to be communicating more. But are they communicating with the same intensity and quality as before?

Possible responses

1

faxes, office memos, surface mail (“snail mail” = surface mail), telegrams, flyers, billboards, posters

Listening 2

Aims

- TOEIC® Part 2 practice: question / response
- Vocabulary development: telephoning

In this section, students learn and review useful telephoning expressions while developing strategies to tackle the question / response format. In exercise A, students should read the ten questions and determine who would ask each question: the person calling or the person receiving the call. They can then brainstorm responses to each question.

Answers and suggested responses

A

- 1 Receiver. Yes, that would be fine. / No, thank you. I'll call back later.
- 2 Receiver. I would like to speak to Mr. ... / I would like extension number 523, please.
- 3 Caller. Yes. Just one moment. / I'm sorry. All our lines are busy at the moment. / Please hold.
- 4 Receiver. Yes, please. Tell him that I called. I can be reached at this phone number. / No, I'll give him a call later in the day.
- 5 Caller. She's not available. She's in a meeting. / She can be reached on her cell phone.
- 6 Receiver. May I have the number for ... ?
- 7 Caller. You need to dial / press 0. / You need to call the switchboard.
- 8 Receiver. No, I don't mind. I think everyone should hear what we're discussing. / Yes, I would. I think we need to discuss this privately before talking to the others.
- 9 Caller. Yes, it is. Who would you like to speak to? / No, I'm sorry, you've reached the wrong number. / You've dialed the wrong number.
- 10 Caller. Yes, she'll be back after lunch. / No, but I can leave her a message that you called.

Exercise B gives Part 2 practice in listening to a series of responses. Since there are ten responses, students must match the recorded responses quickly to the questions in the Student's Book. You may need to pause the audio recording for weaker students.

Extension Activity

Students can practice TOEIC® Part 2 with this activity. Single students or pairs can choose three questions from A and write two good responses and one incorrect response for each. Then in pairs or small groups, each reads the question and responses to the other who must choose the best response to each question.

Answers

B

1 A	2 H	3 B
4 I	5 E	6 J
7 C	8 G	9 D
10 F		

AUDIOSCRIPT

B

- A That'd be great. I think he already has my number here at the office.
- B Hold just one moment and I'll connect you.
- C First dial 9 and then the number.
- D Yes, it is. How may I help you?
- E I can give you her cell phone number.
- F She won't be in till Monday. Would you like to leave a message for her?
- G Please do. That way everyone can hear the good news.
- H I'd like to speak to the department manager, please.
- I Please tell him that Mark Hunter called.
- J I'd like the phone number for radio station KZRK, please.

C

In exercise C, students refer to the models in exercise A. They should write out several telephone questions using the question phrases. Telephone questions are idiomatic. You may also want to remind students of the Wh-question forms that they studied in Unit 1, Grammar Check 2. Students can then use these questions for the Active Practice activity "Quick caller".

ACTIVE PRACTICE

This activity gives students the opportunity to further consolidate their knowledge of telephoning language and to appropriate some of the telephoning phrases presented in exercises A, B and C.

Students can pair up and exchange roles several times. You can also set up two rows of chairs opposite each other – the students on one side would make the calls.

After a few minutes, ask students to stop and to move over to the chair next to them.

Have students go through an entire rotation of callers, depending on the number of students in the class. This method of rotating students from one caller to the next makes the practice period livelier.

Grammar Check 2

Aims

- TOEIC® Part 6 practice: text completion
- Present perfect and past simple
- Vocabulary development: Internet services and accounts; problem-solving

Students commonly confuse the present perfect and past simple verb tenses and thus can have difficulty with TOEIC® Parts 5 and 6 where these items appear. In exercise A, students begin by deducing the grammar rules from the three examples. Students should be directed to identify the verb forms and the time expressions in the examples (*for three years, this year, last month*). Ask students which time expressions indicate on-going periods of time and which ones indicate finished time periods. This is a good moment to review time expressions. The TOEIC® Tip gives some examples of these.

Answers

A

1 past simple present perfect	2 past simple present perfect present perfect
----------------------------------	---

Exercise B is an extended question-response conversation over the telephone, where an Internet hotline technician is helping a customer solve a problem. It gives students practice for TOEIC® Part 6 text completion. This exercise can be done individually, then performed in pairs for students to check their answers.

Answers**B**

1 have had	2 opened
3 has moved	4 relocated
5 updated	6 have slowed
7 changed	8 did you switch
9 didn't	10 upgraded

DISCUSSION

Students interview each other about problems they may have encountered when using computers. They should focus less on the actual technical problem and more on what channels of communication helped them to solve the problem.

- Did they talk to someone? A friend? A technician?
- Did they read a manual?
- Did they go online to find technical help?

As students are conducting their interviews with each other, you can circulate and note down how students are using the present perfect and past tenses in their conversations.

At the end, you might also want to lead a class discussion on how certain modes of communication are more helpful than others when it comes to problem-solving.

Writing Practice

Write an email to the technical help at an Internet Service Provider (an ISP) describing a problem that you might have had with your email (lost messages, unstable Internet connections, inaccessible servers, etc.). Be sure to practice using both the past and present perfect tenses!

ACTIVE PRACTICE

The Media Survey can be done individually or in pairs. It is designed to review media vocabulary and time expressions. After students conduct the survey, have them look for words that relate to media and then to identify time expressions.

Here are the time expressions in the Media Survey:

<i>every day</i>	<i>every other day</i>
<i>occasionally</i>	<i>once a week</i>
<i>hardly ever</i>	<i>never</i>

Listening 3**Aims**

- TOEIC® Part 4 practice: short talks; radio news bulletin
- Topic: company relocations and job lay-offs

Students should read through the questions before listening to the radio news bulletin. The bulletin states that GloTelCom is holding a press conference today and that the company could be announcing lay-offs due to low profits. Encourage students to listen for the specific information that will help them answer the comprehension questions. Note that this provides background information and vocabulary for the Communication activity.

TOEIC® Part 4 sections often contain advanced vocabulary items that act as distractors. On the TOEIC®, students do not need to know the meaning of all the words in order to answer the questions correctly. They do need to practice “filtering” out the distractors in order to concentrate on the important information in the message. As a teacher, you can approach this challenge in several ways. Have students focus on the questions, then listen to the short talk. For weaker students, you may decide to pre-teach vocabulary items. However, this can result in having them focus on the difficult vocabulary rather than on the information needed to answer the questions.

Difficult vocabulary items might include: *to shut down local operations, quarterly profits, drastic measures, to be adversely affected, to be laid off = to be let go, to undergo change, to remain the exception, to tune in.*

Possible discussion questions

Open markets and economic globalization have allowed companies to relocate and to move their manufacturing and servicing sectors to other countries in order to take advantage of less expensive labor markets.

- *Do you know of any companies that have done this?*
- *Who benefits from such relocations?*
- *Who doesn't benefit from this?*

Answers

- 1 hold a press conference
- 2 laid off 1,000 workers
- 3 prospects are not good
- 4 move operations to cheaper labor markets

AUDIOSCRIPT

GloTelCom, the communications giant, announced it would be holding a press conference today at their local headquarters. Is the industry leader preparing to shut down local operations and move overseas? With quarterly profits down again, GloTelCom has union representatives and local government officials concerned that they may take more drastic measures after 1,000 skilled workers were let go two months ago in an effort to lower costs.

This comes only two weeks after the mayor said in a speech that the local economy was quote "strong and stable". If GloTelCom decides to reduce its workforce, the local economy and hundreds of families will be adversely affected. Moreover, the community has already seen many manufacturing jobs leave the area and according to union leaders, the future for local workers remains uncertain. It's unlikely laid-off workers would be able to find jobs in another factory.

Over the past fifteen years, the telecommunications industry has undergone enormous change. While most of the larger companies have already closed their domestic operations in order to move into cheaper labor markets, GloTelCom has remained until now, the exception.

Tune in at 3:00 p.m. for the GloTelCom press conference live.

Communication**Aim**

- Speaking practice: preparing statements, questions, arguments

In this activity, students are preparing a press conference. Depending on the role they choose, students must prepare statements, questions and arguments about GloTelCom's plans to reduce its workforce and its impact on the local community.

Refer students to the audioscript in Listening 3 in order to prepare the context of the press conference. Break students into small groups according to their roles. Give them enough time to prepare their statements.

Arrange the classroom so that GloTelCom's president, the spokesperson, and the mayor are seated in front of the journalists and the union representatives. You may want to ask each person to stand when addressing the public. Give the journalists and union representatives full opportunity to question and challenge the statements made by GloTelCom.

Writing Practice

As a concerned member of the community, you wish to express your views on the GloTelCom issues and write a letter to send to the local newspaper and the mayor.

Extension Activities**A**

You are an expert photo editor who has been commissioned to select the best photos for a series of advertising campaigns.

- Look at some photos. You must choose the photo that best represents the business. Remember you can only choose one!
- Write five sentences about this photo.
- Write five sentences about the location.
- Write five sentences about the actions in the photo.
- Write five sentences about the people in the photo.

B

In this activity, students develop their own radio program. The aim is to have students write and practice Part 4 short talks.

- Gather sample material from newspapers and the Internet for the following suggested topics:
Weather forecast
Movie review
Economic report
Traffic advisory
School closures
A public announcement
A top story from the local news
- Now, in small press teams, have students rewrite the material as a radio announcement. Tell them that they will have to adapt the written text using shorter sentences, contractions, and generally more colloquial language.
- Once they have written and practiced the radio program, they have to write four TOEIC®-type Part 4 questions based on their radio news broadcast.
- Now, have them perform the program in front of the class.
- Have the rest of the class answer the TOEIC® questions.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

1 *read headlines*

The woman is *reading the headlines*.

2 *use phone*

She is *using a public telephone* in the street.

3 *in mail*

The woman is putting some *mail* in the box.

4 *screen text*

The woman is reading a *text* on her *screen*.

TOEIC® Speaking Test Practice SP3

You can use the subject of interviewing to provide students with practice for the third part of the Speaking Test. You should remind students that they will not be given time to prepare their answers to the questions and will have no more than 15 seconds to answer the first two questions and 30 seconds to answer the last.

You have been contacted by a market research company that is studying how people use their phones. Answer the questions:

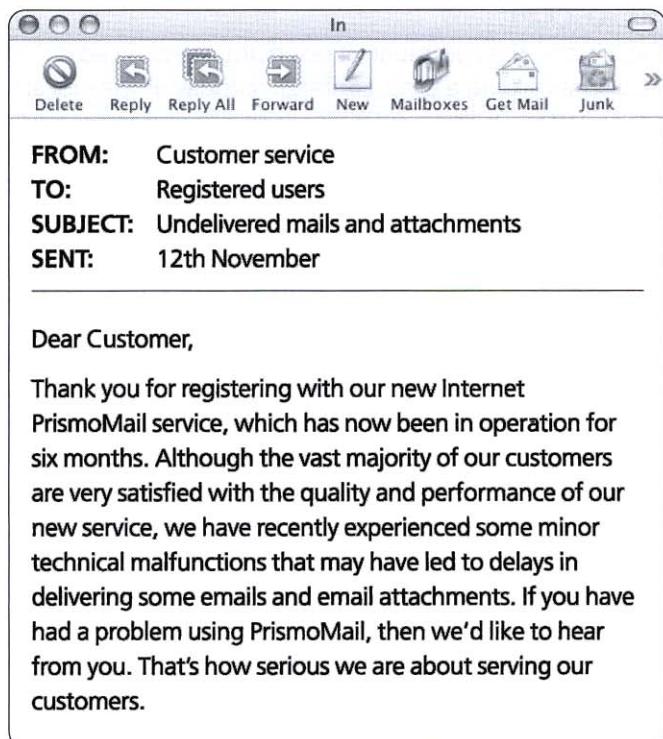
How many times a day do you use your phone?

What was the reason for your last phone call?

Do you think that people should be allowed to use their cell phones in public places? Why or why not?

TOEIC® Writing Test Practice WR2

You can assign the exercise below as practice for the TOEIC® Writing Test. Remind students that they have 10 minutes to read and answer the email.



Answer the email as if you were a registered user of PrismoMail. Describe one problem that you have had using PrismoMail and make one request for information.

TOEIC® Speaking Test Practice SP1

You can use the first part of the news bulletin to give your students practice with Part 1 of the Speaking Test. In this part of the test test-takers are asked to read aloud two short passages. Remind students that they have 45 seconds to prepare and 45 seconds to read each passage. If you have audio equipment available, you may want to record their readings and then compare them with the audio recording. Ask them to read out the following extract:

GloTelCom, the communications giant, announced it would be holding a press conference today at their local headquarters. Is the industry leader preparing to shut down local operations and move overseas? With quarterly profits down again, GloTelCom has union representatives and local government officials concerned that they may take more drastic measures after 1,000 skilled workers were let go two months ago in an effort to lower costs.

Review Test 1 Answer Key

Units 1–3

Listening Test

Part 1

Photographs

1 **D** Both men are sitting (*seated*) at *their desks* in their cubicles. (A) Although they are using *computers*, they are not *moving* them. (B) They are not *walking through*, but are working in *the office*. (C) The employees are not *lined up outside*, but are inside *the office*.

2 **A** The two men are *working* at a table on a large document or *plan*. (B) There is paper, but there are no *pages* and, although one man (C) is drawing, they are not *painting*. (D) The paper is laid out flat, not *folded*.

3 **C** The man is *standing beside* the surveying instrument and near the truck. (A) He is *looking* through the lens on the instrument, but he is not looking for his glasses. (B) There is a *tire*, but he is not *changing it*. (D) He is *leaning over* the instrument, but not *against* the truck.

4 **D** The man is about to put some letters into a mailbox. (A) He is not *mailing* a letter, he is delivering several letters. (B) He is not *behind the post*, but in front of it. (C) He is not *opening* anything.

Part 2

Questions and responses

5 **C** The question *Why* asks for the reason he left his job, not for a (A) period of time. (B) The verb *to leave* refers to a job position, not to a physical object.

6 **A** *As soon as* introduces the answer to *when* they can move into the building. (B) answers a question about *how* to gain access to a *building*. (C) answers a question about *what kind of building* is under construction.

7 **B** This response answers the speaker's request for a *newspaper*. The other choices are replies to requests for (A) coffee and (C) photocopying facilities.

8 **B** This answer is an appropriate response to the speaker's negative opinion about television

advertising. The word *station* in choice (A) refers to a train arrival, not a TV station, and (C) refers to two men who work in *advertising*.

9 **A** This choice answers the question about the location of the nearest post office. In (B), *close to* refers to the progress that has been made on a report, not to proximity. (C) refers to where information was given or *posted*, not to the location of a *post office*.

10 **B** This answer gives the information about *when* the restaurant manager started his job. Choice (A) contains the word *higher*, which has the same pronunciation as *hire*. (C) refers to a future time, whereas the question asks for information about the past.

11 **C** Only (C) gives information about frequency in response to the question *How often ...?* (A) refers to *picking up* a person, not the *mail*. Choice (B) includes the word *often*, but refers to a *pick-up* or truck, not to the verb *to pick up*.

12 **A** The caller asks to speak to *Mr. Takata* and choice (A) states that he is busy. In (B), the verb *take* sounds similar to the proper name *Takata*. (C) contains the verb *to put*, but not the phrasal verb *to put through*, which means *to transfer the call to*.

13 **B** The question asks *how* (in what manner) the man found his job. Choice (A) refers to how long. Choice (C) uses the distracter *new* and refers to what someone would do when he or she starts a new job.

Part 3

Short conversations

14 **A** *Friday* is the day that both speakers *visit clients*. Nothing is said about the speakers (B) *organizing training events* or (C) *working from home*. The speakers do not say they (D) *make presentations* on Friday, although they would like *some advice* about *improving* their *presentation skills*.

15 **B** Although the speakers are interested in and even (A) *excited* about the workshop, both are mainly expressing their *disappointment* in not being able to attend. Neither (C) or (D) is appropriate.

16 C The man implies that the *training workshop* would provide him with advice on how to improve (his) presentation skills. (A) *Customer relations* draws on the distracter *clients*. Response (B) draws on the distracter *personnel manager*. The speakers wish that they had been informed sooner, but this does not refer to (D) *time management*.

17 C Anita has taken over the task from (A) Steve, who is no longer in charge of collecting the *money*. (B) Dr. Camara will receive the gift. (D) The other members of the *research team* are giving money for the gift, not *collecting* it.

18 B Dr. Camara's colleagues are collecting money to give him a *retirement gift*. He would neither (A) *make a donation* to his own gift nor (D) *present an award*. Steve is the person who has been (C) *transferred*.

19 B The woman says "my colleagues on the research team". (A) *accounting* and (C) *finance* are not mentioned, but draw on the distracter *money*. Anita works in (B).

Part 4

Short talks

20 C She introduces herself as being in the *subscriptions department* of *Business News publications* and uses the pronoun *our* to refer to the *magazine*. (A) and (B) are distracters; she only mentions the *postal service* and gives a phone number. There is no mention of (D).

21 A The reason for the call from the *subscriptions department* is to confirm a customer's (subscriber's) full *home address*. The call is not about (B) *excess charges*, (C) *new subscriptions*, or (D) *special offers*.

22 B The customer has not received *Business News* because the *magazine subscription address* is *incomplete*. Consequently, (A / C / D) are true.

23 C The speech *welcomes* guests to the *opening ceremony* for a *business park*, (B) not a *parking lot* or (D) a *park*. (A) The *real estate development* includes *offices*, not *homes*, so the people attending are not *new homeowners*.

24 D The ceremony takes place at *Somerset Business Park*, which is an *office complex*, not (B) an *arts center* or (C) a *state (natural) park*. (A) It is located 15 minutes away from *downtown*.

25 C Only *telecommunications services* are provided to tenants. There is no mention of (A) *storage*, (B) *housing* or (D) *insurance*.

Reading Test

Part 5

Incomplete sentences

26 D The call was made *yesterday*, so the verb has to be in the *past simple* and not (A) the present continuous, (B) present perfect or (C) present simple.

27 A Although all four words can be used after the word *press*, a company can only *hold a press conference*, not (B / C / D).

28 B Only the preposition *beside* refers to a static position. (A / C / D) refer to movement.

29 B *Inform* is the only verb that can be followed by a direct object and the preposition *of*. (A / C / D) do not make sense in the context, which requires a verb that means *to tell*.

30 A Only the preposition *on* can be used with the *floor* of a building; (B) *over*, (C) *in* and (D) *at* can describe location, but not with the meaning of *floor (level)*.

31 B The adverb *currently* refers to an event taking place now, so only the present continuous tense is appropriate, not (A) the present simple, (C) the present perfect or (D) the past simple.

32 D *Furniture* is a non-count noun and therefore cannot be qualified by (A) the indefinite article *a* or by the adjectives (B) *many* and (C) *several*.

33 C The indefinite article *an* must be followed by a noun. (A) The noun *account* refers to a financial item and not to a person. (B) is an adjective and (D) is a participle / gerund.

34 B (A) The singular indefinite article *an* is required before a word beginning with a vowel; in this case, it is the adjective *exciting* that precedes *career position*. (C) *Each* refers to the separate elements of a group, (D) *other* qualifies plural noun forms when it is not preceded by a definite article.

35 C Letters can only be collected from a *post office*. Therefore, (A / B / D) are inappropriate collocations.

36 C is the correct adverb meaning "previously". (A) and (B) are adjectives. (D) is an adverb that means "officially" and is not normally used in this context.

37 C completes the standard *radio* collocation *news bulletin* after the adjective *latest*. (A) refers to a person. (B) and (D) refer to printed communication and not to *radio* announcements.

Part 6

Text completion

38 D refers to the professional *position* of Area *Marketing manager*, which is neither a (B)

condition nor a (C) *location*. (A) is incorrect idiomatically and factually. He is *leaving* to accept a new challenge or job, not *retiring*.

39 D is the present simple tense for the third person singular. (A) the present perfect, (B) the simple infinitive form and (C) the present continuous are not correct.

40 C is the standard intransitive verb to describe company *performance*. (A), (B) and (D) do not make sense in this context. (A) is usually followed by the preposition *to*. (B) and (D) are usually used as transitive verbs.

41 B The correct noun *skills* forms a standard collocation with *leadership*. (A), (C) and (D) are not idiomatic and would not be associated with *winning* and *award*.

Part 7

Reading

42 D Top Assets provides full-time *expertly trained* banking personnel to its clients who are (A) banks. (B) It is an agency, but not one that provides credit or *loans*. (C) It provides a service by supplying staff who may be able to use the Internet (*e-banking reps*), but it does not offer *Internet connections*.

43 C The personnel provided by Top Assets are *trained* and have *experience*. (A) They do not have to have *insurance* or *references*. (B) There is no reference to *schedules* although we can assume that personnel are *flexible*. (D) Top Assets personnel are *right* for clients' *work environments*.

44 A The company offers its clients a *complimentary assessment* which is a free evaluation. (B) 18 refers to the number of steps in a process, not to a duration. (C) It offers staff for the finance industry, but not financial products such as *insurance*. (D) The noun *compliment* means "praise", not something that is free.

45 C The service enables users to make *international calls* for one euro a week. The service is not offering (A), (B), or (D).

46 D Users will receive a phone number by both *email* and *SMS text message*, and not simply (A) *by phone*. The ad makes no mention of (B) a *letter* or (C) a *fax*.

47 D East / West is a *Design Group* that *develops office plans*. There is no mention of (A) *producing fashion items* or (B) *selling office supplies*. The group designs *office environments*, but they are not involved in (C) *protection*.

48 C Feng shui is a *practice* or method of organizing a space in a harmonious way. (A) It can be used in

architecture, but it is not a place or *site*. (B) It might be included as one component of a *building project*, but cannot be defined as such. (D) It is used by *new design firms* like East/West Design Group.

49 B Clients use the East / West Design Group to create work environments that *enable people to work at their best*, which therefore increases *productivity*. (A) There is no mention of the effect of feng shui on *cash flow* although feng shui does generate a *flow of energy*. It is used to *design buildings*, but not to (C) *produce building materials*. Feng shui uses *natural energies*, but does not (D) *reduce the cost of energy*.

50 B The company first conducts *an on-site assessment* and therefore visits the client's workplace. (A) It *conducts a survey*, but not *online*. (C) It *assesses energy*, not *financial records*. (D) It *recommends water features*, but this is not the *first* thing it does.

AUDIOSCRIPT

Review Test 1 Units 1–3

Part 1

- 1 A The men are moving the computers.
B They're walking through the office.
C The employees are lined up outside the office.
D They're seated at their desks.
- 2 A They're working on a plan.
B They're tearing out the pages.
C They're painting a picture.
D The paper's folded in half.
- 3 A The man's looking for his glasses.
B He's changing the tire.
C The man's standing beside the equipment.
D He's leaning against the truck.
- 4 A He's mailing a letter.
B The man's behind the post.
C He's opening the package.
D He's delivering the mail.

Part 2

- 5 Why did you leave your last position?
A It lasted a little more than five years.
B I may have left it on the job site.
C Well, I went back to school to get an advanced degree.
- 6 When will we be able to move into the new building?
A Just as soon as the lease has been signed.
B I have a badge that allows me to enter the building at any time.
C I think they're building a new movie theater.

7 I'd like a copy of today's paper, please.

- Certainly. Would you like cream and sugar with that?
- I'm afraid we've sold out.
- I'm sorry. The photocopier is out of toner.

8 Don't you think there are too many commercials on TV?

- I think she's coming in at the other station.
- Definitely. I'm always changing channels.
- Yes. Both men work in television advertising.

9 Excuse me, how far is the nearest post office?

- Just around the corner.
- They're close to completing the report.
- It was posted on the bulletin board.

10 When did you hire the new restaurant manager?

- It's much higher than we thought.
- He started two weeks ago.
- We're eating there next week.

11 How often is the outgoing mail picked up?

- She picked him up on the way to work.
- He often goes out in his pick-up.
- It's collected twice daily, at noon and at six p.m.

12 Could you put me through to Mr. Takata, please?

- He's on another line. May I take a message?
- Please, take as many as you'd like.
- Sure. You can put them here in the corner.

13 How did you find your new job?

- I worked there for two years.
- I answered an ad in the paper.
- I need to sign the new contract.

Part 3**Questions 14 through 16**

Woman The personnel manager has organized a training workshop this Friday.

Man Yes, I heard. I'd really like to go, but that's the day I visit my clients.

Woman So do I. I wish they'd let us know about these events sooner.

Man Yeah. And I really do need some advice on how to improve my presentation skills.

Questions 17 through 19

Woman Who should we give the money to for Dr. Camara's retirement gift?

Man Steve had volunteered to handle it. But since he's been transferred, Anita in the personnel department is taking care of it.

Woman OK. I'll let all my colleagues on the research team know.

Man Fine, just remind them that they only have until Friday.

Part 4**Questions 20 through 22**

Hello. This is Tonya Jackson in the subscriptions department of Business News publications. You recently subscribed to our magazine but the postal service has returned your first three issues of *Business News*. They've indicated that they are unable to deliver because the address listed is incomplete. Could you please call me back to confirm your home mailing address? The toll-free number is: 1-800-825-9838. Please accept our apologies.

Questions 23 through 25

Thank you for attending today's opening ceremony for Somerset Business Park. The renovation of this historic industrial complex has created over 50,000 square feet of prime office space. Swanson Development remodeled four existing structures and added two office buildings to create a mixed-use complex, which also features a conference center and an indoor sports facility. Located only 15 minutes from downtown and the airport, the 150-acre business park is also fully equipped with the latest wireless technology, ensuring high-speed telecommunications and the most reliable voice, data, and video services. Tenants already include a major insurance firm and a leading information technology company. Congratulations to everyone involved. And welcome to Somerset Business Park!

4 Retailing

Unit Focus

Stores Products Services

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Shopping and retailing	Part 1	15–25 mins
Listening 1	Department store: shopping	Part 3	20–30 mins
Grammar Check 1	Comparatives and superlatives	Part 5	15–25 mins
Viewpoint	Camper	Part 7	25–35 mins
Listening 2	Store opening	Part 4	10 mins
Vocabulary Builder	Separable prefixes	Part 5	15 mins
Grammar Check 2	Tag questions	Part 2	20 mins
Listening 3	Product information	Part 2	20 mins
Communication	Presenting a product		40 mins
		Total	3 hrs–3 hrs 40

Snapshot

Aims

- TOEIC® Part 1 practice: awareness of distractors
- Vocabulary development: shopping

The pictures present a selection of retail environments which can be used to generate general discussion about students' experience of shopping. This can be done either before or after the listening activities by asking questions such as:

- *How often do you go shopping?*
- *What sorts of items do you buy?*
- *Have you ever bought anything on the Internet?*

Picture descriptions

Picture 1

This picture shows a *market stall* where *fresh produce* (fruit and vegetables) is on *display*. The woman behind the stall is *serving* a customer and she is holding a *bag* for the customer to place the products in. There is a *set of scales* on the left of the picture for *weighing* produce and there are *labels* showing the prices of the produce that is for sale.

Picture 2

In the picture we can see the interior of a local *grocery store*. The walls of the store are lined with *shelves* and *display cabinets* where different types of products are arranged (tinned and packaged goods). In the center, there is a *glass-fronted counter / display* with a selection of bread and pastries for sale. The woman in the middle is *stretching* her hand over the counter, probably to give change to the customer on the other side.

Picture 3

This picture shows the interior of a *television store*. *Television sets* are on display in different parts of the store and we can see the same *picture* of a woman on several *screens*. In the foreground, a *saleswoman* is assisting a couple. She is wearing a vest which identifies her as a member of the *sales staff*.

Picture 4

This picture is taken inside a *department store*. There are a number of different *displays* or *stands* where luxury goods and *jewelry* are on sale. A *shopper* is walking between the stands with her bag *slung over her shoulder*. She is holding two *shopping bags*, one in each hand. To her right, a *saleswoman* or *sales clerk* is leaning over the counter and *rearranging* the items that are on display.

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following sentences and ask students to identify which forms of the words were used.

Stress is on the second syllable of the verb forms, but on the first syllable of the noun forms.

- 1 We **subject** all our frozen foods to rigorous hygiene controls.
- 2 The local planning officials **object** to the further expansion of the shopping center.
- 3 The company intends to **transfer** all customer service enquiries to an outside supplier.
- 4 I'm sorry, we have no **record** of that transaction on our files.
- 5 We are currently conducting a market **survey** of mobile telephone users.
- 6 The **prospects** for the retail industry are very encouraging.

Extension Activity

If you have time, ask students to imagine a scene between a customer and a salesperson. They can then write up their own dialogues and play the scene in front of the group.

Answers

A and B

1 briefcase	leather goods
2 notecards	stationery
3 chest of drawers	home furnishings
4 espresso machine	electrical appliances
5 gold bracelet	jewelry
6 jigsaw puzzle	toys and games
7 MP3 player	TV / Hi-Fi
8 perfume	cosmetics
9 shawl	women's fashion
10 tablecloth	household linens

C

Location

- 1 teenage fashion
- 2 welcome and info desk / customer services
- 3 toys and games

Request

help with choice of gift
information about a special delivery service
information about a product

AUDIOSCRIPT

C

1

Man I'm looking for a birthday gift for my sixteen-year-old daughter. What would you recommend?

Woman Well, the embroidered designer jeans have been a big success with young people so far this season.

Man Yes I know, but she already has two pairs.

2

Man Good morning. How can I help you?

Woman I'd like to know if it's possible to have all my purchases delivered directly to my hotel?

Man Yes ma'am, we do offer a special delivery service. I'll just need your hotel address and room number.

Woman Oh, that's great. Is there any extra charge?

3

Woman When will you be receiving the new version of the game?

Man They're on order right now. So we should have them early next week. Would you like us to put one aside for you?

Woman No, thank you. I think I'll wait to see them once they're on display.

Listening 1

Aims

- TOEIC® Part 3 practice: short conversations
- Vocabulary development

The lead-in activity introduces additional retail vocabulary by focusing on a selection of goods that are sold in department stores. After students have matched the items with the categories in exercise B, you can ask them to work in pairs and to prepare a short list of other examples of items that could be bought in each of the departments. Pairs can then take turns reading out an item from their list while the other pair identify the department where it would be found.

The listening activity in exercise C gives three examples of exchanges between a sales clerk (salesperson / sales assistant) and a customer. Ask students to focus on the roles of the people in the dialogues (Who is the customer and who is the salesperson?). Students should then focus on the questions that the speakers ask and on the exact context of each dialogue. Although students may find some words in the dialogues quite difficult, you can reassure them that it is not always necessary to understand all the vocabulary in a dialogue in order to give a correct answer. Remind them to focus on what they know, not on the words they do not know.

You may want to point out the meanings of the following words after they have done the listening:

embroidered *charge* *on order*
put aside *on display*

ACTIVE PRACTICE

This section provides students with an opportunity to talk at length about their shopping experiences. It can be done as either a pairwork speaking activity or in small groups. Focus their attention on the shopping experience rather than on the specific object that they bought.

Some suggestions for questions to ask:

- *What sorts of things do you buy regularly / more rarely?*
- *How do you decide where you will make the purchase?*
- *How do you pay for the goods you buy?*
- *How important is the price?*
- *Are you ever influenced by special promotions?*
- *Do you ever buy things by mail order / hire purchase?*
- *Have you ever had to return an item that you had purchased?*

- adverbial forms instead of comparative adjectives
This is the most expensively item that we have on sale.
- mistakes with articles – using a with a superlative
Retailers are saying that the season has been one of a quietest they can remember.

After completing the slogans exercise, ask students if they have other examples of slogans that contain superlative or comparative forms. They can either choose existing slogans that they are aware of, or they can invent slogans of their own and the class can guess which products the slogans are / could be used for.

You may wish to give students the names of the companies associated with the slogans and indicate the type of goods / services that they sell / used to sell.

- 1 Our repairmen are the loneliest guys in town.
Maytag – domestic appliances
- 2 It's better than anything.
Häagen Dazs – ice cream
- 3 The most refreshing drink in the world.
Coca-Cola – Coca-Cola
- 4 If only everything in life was as reliable as a Volkswagen.
Volkswagen – cars
- 5 No battery is stronger for longer.
Duracell – batteries
- 6 The world's most trusted anti-virus solution.
Norton Symantec – software
- 7 The best a man can get.
Gillette – razors
- 8 If you find it cheaper, we pay you the difference.
Retail Bargains – consumer goods
- 9 Always the lowest price. Always.
Wal-Mart – supermarkets

Grammar Check 1**Aims**

- TOEIC® Part 5 practice: incomplete sentences
- Comparatives and superlatives

The grammar section in A provides a brief overview of the rules for comparative and superlative forms. Most students will probably be familiar with the basic rules for forming comparative and superlative sentences. If they have difficulty answering the three questions about the way these forms are used, you will need to review this aspect of grammar in more detail. (Refer to the Grammar Reference on pages 131 and 132 of the Student's Book.)

It is important to point out that it is acceptable to use the definite article with a comparative when only two items are being compared:

Of the two models I tried, this is the better (one).

You may also want to point out that comparative and superlative forms are also used with adverbs:

The saleswoman repeated the question more slowly.

Before going on to the slogans activity in B, draw students' attention to some of the most common errors for comparative and superlative forms that may be included in questions on Parts 5 and 6. Tell them to look out for:

- as instead of than
The new mall will be twice as big than the world's largest shopping center.

Answers**A**

1

- a Comparatives: add -er; Superlatives: add -est
- b Change the final y to i and then add the same endings as for one- or two-syllable adjectives
- c Comparatives: *more / less* before the adjective; Superlatives: *the most / the least* before the adjective

2

- a *as + adjective + as*
- b *comparative adjective + than*

3
a no
b yes

B

- 1 the ... *loneliest*
- 2 Correct.
- 3 The *most* refreshing ...
- 4 ... as reliable as
- 5 ... *stronger* for longer
- 6 The world's *most* trusted ...
- 7 *The* best ...
- 8 If you find it ... *cheaper*, ...
- 9 Correct.

B

This part focuses on specific information from each of the texts. The following vocabulary may require further explanation:

<i>footwear</i>	<i>shoemaking</i>
<i>points of sale</i>	<i>bioconstruction</i>
<i>non-contaminating</i>	<i>renewable energy</i>
<i>boxing glove</i>	<i>manufacturing process</i>
<i>padded leathers</i>	<i>lining</i>
<i>cushion</i>	

Answers**A**

- 1 text A
- 2 texts B / C
- 3 text B
- 4 text B
- 5 text D
- 6 texts B / C

B

- 1 Madrid, London, Tokyo
- 2 Barcelona
- 3 more than one thousand
- 4 customers sit on steps
- 5 the cuisine is natural – food is prepared in front of customers, bioconstruction
- 6 images, icons, objects, shoes
- 7 boxing glove
- 8 no left or right shoe

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Scanning a text
- Vocabulary development
- Discussion: Camper info-shops

The viewpoint section presents four short documents from the website of the Spanish retail chain Camper. Camper is famous for its original products, its innovative approach to store design and for its unique brand image, which focuses on the company's Mediterranean origins and values. Before getting your students to read the documents, you may want to ask them if they know anything about the company. You can then follow up with some general questions about retail operations in their countries and particularly about retailers that have a strong brand image. Some suggestions for possible questions:

How important are brands for you? Do you have specific brands that you prefer?

What are your favorite brands? Why?

The lead-in question focuses on the graphic component of Camper's identity and invites students to react to the images that they can see on the page. Camper has chosen to project an image of "relaxed, natural sophistication" and their slogan "walk don't run" expresses a philosophy of life which is very different to the more aggressive and competitive identity associated with other companies in the footwear industry such as Nike and Reebok.

A

The reading material is laid out as four separate texts and students have to scan the texts in order to identify the ones that contain the relevant information.

Listening 2

Aims

- TOEIC® Part 4 practice: short talks
- Listening for specific information

Before playing the audio recording, you can explain that Camper has decided to enter a new business sector. Ask students to guess what sector they think the company may have entered and to explain why they think it could be an interesting opportunity. Play the recording and check that students have correctly identified the information under the five headings. You may need to explain the following vocabulary:

<i>to be on the move</i>	<i>diversify</i>
<i>venture</i>	<i>accommodation</i>
<i>lounge area</i>	<i>guest</i>
<i>homeland</i>	

Answers

New sector of activity	hotels
Location	Barcelona
Unique features	two spaces in each room (bedroom and lounge area), Internet Wi-Fi and plasma-screen TV, hammock, 24-hour access to free buffet
Customer feedback	very positive, would like more Camper hotels
Future plans	build a second hotel in Mallorca

Casa Camper

The Spanish design company Camper is on the move again. After successfully diversifying from footwear to food and restaurants, Camper is now venturing into a new sector of activity: hotels. The company opened its first hotel, Casa Camper, earlier this year in Barcelona. But Casa Camper is not just another hotel. It's a hotel with a lot of differences. Take the accommodation, for example: each of its 25 rooms has not one space but two: an elegant bedroom and an intimate lounge area where guests can relax or work. All rooms are equipped with Internet Wi-Fi and a plasma-screen television and there's even a hammock for that afternoon siesta. Guests also get 24-hour access to a free buffet with salads and snacks. Judging from the very positive comments that have appeared on travel websites, guests have welcomed the Camper hotel experience. Their only regret? That there aren't more Camper hotels to stay in. For that, they may not have to wait too long. The company has already planned a second hotel on its island homeland, Mallorca.

Vocabulary Builder**Aims**

- TOEIC® Part 5 practice: incomplete sentences
- Vocabulary development: review of separable prefixes – usage and meaning

Before starting this exercise, you may want to take this opportunity to explain that words in English can have two types of prefixes:

- inseparable prefixes cannot be separated from the words that they are a part of:
become *consist* *intend*
- separable prefixes can be added to certain words

Note that some prefixes can be both separable and inseparable:

<i>distribute</i>	inseparable
<i>disadvantage</i>	separable

You may also want to point out that separable prefixes are associated with specific parts of speech (verbs, nouns, etc.). A list of these is given here.

Answers**A**

	used with:
1 over	verbs
2 re	verbs
3 bi	adjectives
4 inter	adjectives, verbs
5 under	nouns, verbs
6 up	adjectives, nouns, verbs
7 sub	verbs
8 co	verbs, nouns
9 un	adjectives, verbs (especially with past participle forms in -ed)
10 mis	verbs
11 out	verbs
12 dis	verbs

B

1 up	2 over / under	3 mis
4 dis	5 re	6 sub

C

1 <i>disabled</i>
2 <i>overcharged / undercharged</i>
3 <i>renegotiate</i>
4 <i>discontinued</i>
5 <i>Mismanagement</i>
6 <i>underestimate</i>
7 <i>oversize</i>

D

The following list gives some examples of words that take these prefixes:

downgrade	download
enable	enforce
*ex-member	ex-president
extraordinary	extracurricular
hyperactive	hypermarket
impatient	improbable
inefficient	inoffensive
nonexistent	non-profitmaking
superimpose	supermarket

*Note that the prefix ex is always followed by a hyphen.

Grammar Check 2

Aims

- TOEIC® Part 2 practice: question / response
- Review of tag question forms

This grammar section explains the uses of tag questions and shows how they are formed. Tag questions are often featured in Parts 2 and 3 of the Listening Test. It is important to point out that tag questions can be used in two different ways:

- to seek confirmation of information that the speaker is not completely sure of, or that he or she wants to have confirmed.
- to make a comment or give an opinion.

You may want to explain that the intonation varies according to the type of tag question. In the first case (confirmation), the question has a rising tone.

The sales start next week, don't they?

But in the second case (opinion), the question has a falling tone.

She really didn't need to buy a second car, did she?

The listening exercise requires students to focus on appropriate responses to questions.

Answers

A

- affirmative
- negative

B

- is there
- doesn't it
- are they
- do I
- will it
- won't it
- didn't you
- could you

Extension Activity

Divide the class into pairs. Distribute one of the following short summaries to each pair and ask them to prepare a short dialogue that should include one or more tag questions. Pairs can take it in turns to act out their dialogues in front of the class.

Situations

- You need to buy something from the supermarket but do not have time to go yourself. A friend is going there.

- You are worried that the meeting you have been asked to attend for the first time will last more than one hour. A colleague has attended the two previous ones.
- You have forgotten your credit card and have no money to buy your lunch. A colleague has just asked you if you are planning to have lunch now.
- You have been asked to attend a conference in another country. You are not sure that the organizers will pay for your travel. You are speaking to one of their representatives.
- You would like to invite a colleague out to dinner at a seafood restaurant, but you would like to be sure that he or she likes this sort of food.
- You have heard a rumor that employees in your department will have to work extra hours during the next month. You are with a colleague who usually knows what is going on.

Listening 3

Aims

- TOEIC® Part 2 practice: question / response
- Tag questions and responses

This exercise gives examples of tag questions that seek confirmation of information. This is the most common type of tag question that is used on the test. Ask students to note the answers to the questions that do not begin with a Yes or No. You may want to give them a selection of the words and phrases and ask them to rephrase the answers.

Answers

1 D	2 G	3 F
4 A	5 E	6 B
7 H	8 C	

AUDIOSCRIPT

- We recommend that all drivers perform a routine inspection before they use their vehicles.
- Yes, that's right. Just leave us the full details of your address and we'll do the rest.
- No. I'm afraid we are not authorized to sell below list price.
- That depends. We advise drivers to check with the manager and to obtain permission before driving inside buildings.
- According to our estimates, it takes only 45 minutes to unpack and put together.
- Well, all new owners are invited to attend a 30-minute training session.

G That's right. If any part of the vehicle is defective, we replace it free of charge.

H Not necessarily. We only carry a limited number of items and we order all others direct from our supplier.

TOEIC® Tip

This tip refers to a general characteristic of Part 2 questions on the test. It is important that students understand that the responses that are given in this section of the test are not mirror responses where the auxiliary verbs in the question are repeated in the answer. Indeed, it is very often the case that a response which does contain the same auxiliary as a question may not be the correct response. It is important for students to understand that there are other ways of responding to a question. Some examples are given in the tip, but other ways of answering questions without using Yes or No include:

Yes

*quite exactly absolutely indeed
by all means you're welcome I think so
I'm afraid so alright fine that's right
of course naturally sure that's true*

No

*no way I'm afraid not that's impossible
sorry I have/had no idea no chance
not necessarily not at all not really*

Writing Practice

Ask students to prepare a short description of a product of their choice. They can select an illustration of a product from a magazine or user manual and write a short description to be included in a catalog. Students will need to present both factual information about the products and persuasive arguments to show readers their advantages / benefits.

OR

Ask them to produce a short advertisement for a product. They should first write a short description of the product that they are selling, then prepare a short summary of their advertisement (print ad / TV commercial). They should also create a slogan for their ad.

Communication

Aim

- Speaking practice: presenting and discussing

For this exercise, students refer to the cards for the replacement products. They should use the information given to prepare a short presentation of the product. Encourage students not just to present the features of their products, but also to focus on the reasons why their product would be a good choice for the catalog. If you want to give students additional practice in doing this, ask them to research other alternative products for homework. They can prepare a description of these and present them in the next class.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1 vegetables bag

The woman is putting some *vegetables* into the *bag*.

Picture 2 shelf fill

The *shelves* are all *filled* with goods.

Picture 3 customers interest

The *customers* are *interested* in buying a TV set.

Picture 4 people store

There are not many *people* in the *store*.

TOEIC® Speaking Test Practice SP1

You can use the first part of the audio report in Listening 2 to give your students practice with Part 1 of the Speaking Test. In this part of the test test-takers are asked to read aloud two short passages. Remind students that they have 45 seconds to prepare and 45 seconds to read each passage. If you have audio equipment available, you may want to record their readings and then compare them with the audio recording. Ask them to read out the following extract:

The Spanish design company Camper is on the move again. After successfully diversifying from footwear to food and restaurants, Camper is now venturing into a new sector of activity: hotels. The company opened its first hotel, Casa Camper, earlier this year in Barcelona. But Casa Camper is not just another hotel. It's a hotel with a lot of differences. Take the accommodation, for example: each of its 25 rooms has not one space but two: an elegant bedroom and an intimate lounge area where guests can relax or work.

TOEIC® Speaking Test Practice SP4

You can use the following exercise to give students practice with Part 4 of the Speaking Test. Remind students that they will have 30 seconds to read the information. They will then hear a voice mail followed by three questions. They will have 15 seconds to respond to the first two questions and 30 seconds to respond to the last question. You should read out the voice mail and then the three questions. If you have recording equipment available you may choose to record your students' answers.

Schedule for the visit of Hong Corporation senior management team Monday 21st May

<i>Names of visitors</i>	<i>Mr. Lee, Mr. Chan, Ms. Wei</i>
<i>Arrival at Mackenzie Airport Terminal 2</i>	<i>09:00</i>
<i>Chauffeur transfer to the Majestic Plaza Hotel</i>	<i>10:00</i>
<i>Registration, coffee and refreshments</i>	<i>10:00–10:30</i>
<i>Meeting with Sales Manager Pacific region</i>	<i>10:30–12:00</i>
<i>Lunch in the Plaza Majestic Serenity Suite</i>	<i>12:30–14:30</i>
<i>Presentation by Jack Laslow:</i>	
<i>"New markets – New expectations"</i>	<i>15:00–16:30</i>
<i>Dinner and cabaret</i>	<i>20:00–23:00</i>

Read out the following voice mail and questions:

Hi

This is Jack Laslow. I'm afraid that I have mislaid my copy of the schedule for the visit of the Chinese delegation on Monday. Could you possibly leave me a message and give me the following information:

- What time do the visitors arrive at the hotel?*
- What catering arrangements have been made for lunch?*
- How long is my presentation supposed to last and when is it scheduled for?*

TOEIC® Writing Test Practice WR3

You may want to use the following question as practice for the third task on the TOEIC® Writing Test. Remind students that they will have only 30 minutes to prepare and write a 300-word essay on the following subject:

There are more and more advertisements on TV and in the media. Do you think that advertising is useful for consumers or is it an invasion of people's privacy? Give reasons for your opinion.

5 Industry

Unit Focus



Production



Construction



Automation

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Manufacturing; industry; construction	Part 1	15–25 mins
Grammar Check 1	The passive	Part 6	30–40 mins
Listening 1	Jelly Belly factory tour	Part 2	15–25 mins
Vocabulary Builder	Synonyms and antonyms	Part 5	20–30 mins
Listening 2	Troubleshooting	Part 3	30–40 mins
Viewpoint	Robotics	Part 7	25–35 mins
Grammar Check 2	Causative verbs	Part 5	20–30 mins
Listening 3	Save or scrap: building upon the past	Part 4	15–20 mins
Communication	Construction and development versus preservation and heritage		40 mins
		Total	3 hrs 30–4 hrs 45

Snapshot

Aims

- TOEIC® Part 1 practice: picture analysis
- Vocabulary development: manufacturing; industry; construction
- Discussion

The pictures feature a shoe manufacturing assembly line, a refinery, a construction site and a foundry. Focus students' attention on the people, objects, equipment and clothing in a brainstorming activity either as a whole class with you providing vocabulary as needed and organizing the students' input on the board, or in pairs or small groups for students who can work more independently. Ask them to describe the actions that are taking place. Students should be able to come up with several suggested statements to describe what is happening in each picture. This pre-listening strategy will help students predict the statements they will hear in exercise B.

Picture descriptions

Picture 1

This picture shows an *assembly line* in a shoe *manufacturing factory*. The women are using *industrial sewing machines* to *stitch* the shoes. They are all wearing *bonnets*.

Picture 2

This picture shows an *inspector* in a *refinery*. He is standing in front of a large *tank*. He is wearing a *hard hat* or a *helmet* with *goggles*. He appears to be turning a *valve* in order to test the flow of *gas*. There is a *gas* or *vapor* exiting from one of the many *pipes*.

Picture 3

Carpenters or *construction workers* are *building* a *wooden structure*. They are passing *lumber* (wooden boards) to the upper level of the structure. They are wearing *hard hats* and *tool belts*. We can see a *hammer* hanging from one of the belts.

Picture 4

This scene takes place in a *foundry*. A *foundry worker* is pouring *molten material* into a *mold*. He is wearing *protective eyewear* and *gloves*.

Answers**A****Suggested vocabulary**

	People	Objects	Actions
Picture 1	line workers	factory assembly line production line shoes sewing machines bonnet	sewing stitching making manu- facturing working
Picture 2	inspector	hard hat helmet goggles tanks pipes gas refinery plant	inspecting testing examining checking looking
Picture 3	carpenters construction workers laborers	tools tool belts hammer hard hats boards lumber	building construct- ing lifting handing
Picture 4	steelworker foundryman	foundry molten steel raw materials gloves protective eyewear goggles	pouring casting

Possible statements**Picture 1**

Shoes are being manufactured on an assembly line. The line workers are using special machines and are wearing short-sleeved blouses and bonnets.

Picture 2

An inspector is checking a tank at a refinery where gas is being produced. He's wearing a hard hat and black overalls.

Picture 3

A team of carpenters is building a structure out of wood. They are wearing hard hats and have tool belts.

Picture 4

A steelworker is pouring molten steel. He's wearing gloves and goggles (protective eyewear).

B

1 B, E 2 A, D 3 F, H 4 C, G

AUDIOSCRIPT**B**

A The inspector is checking the equipment.
 B They're working on an assembly line.
 C The hot, molten steel is being poured into the mold.
 D The holding tank is being tested.
 E Shoes are being manufactured in the factory.
 F The carpenters are wearing hard hats.
 G The steelworker is wearing protective eyewear.
 H The structure is being built out of wood.

Grammar Check 1**Aims**

- TOEIC® Part 6 practice: text completion
- Grammar point: the passive
- Topics: Jelly Belly factory tour; manufacturing

Point out that the passive is often used to describe processes and to focus on the action. The emphasis is on *what is being done* rather than *who is doing it*. Exercises A and B have students determine the grammar rule from the examples.

The passive is a fundamental yet far-reaching grammar point. Passive forms are complex because they occur in a variety of tenses and usage. A good strategy for getting students to understand the way the passive works is to have them change sentences from the active to the passive, and vice versa, as in the examples.

a *The workers are mixing the raw materials in large basins.*
 b *The raw materials are being mixed in large basins (by the workers).*

Answers**A**

1 The raw materials are being mixed in large basins.
 2 The workers are mixing the raw materials in large basins.

B Grammar rule

The passive is formed by using the appropriate form of the auxiliary verb *to be* + the past participle form of the main verb.

Exercises C, D and E take students on a factory tour of Jelly Belly jelly beans. Jelly beans are a popular American candy. These colorful sweets have a firm outer shell and soft, chewy centers. Jelly Belly is famous because it produces many delicious flavors. (You can check Jelly Belly's website for more information.)

There are eight steps in the Jelly Belly jelly beans manufacturing process and each one is described using the passive voice. The tour is broken down into three different activities, which lead students from recognition of the passive forms in C, to production of the correct form in D and E.

In manufacturing steps 1–3 (exercise C), students identify the passive form of the verbs. In steps 4–5 (exercise D), students must correctly conjugate the past participle form of the verb to make the passive. In steps 6–8 (exercise E), students must choose the appropriate verb before correctly conjugating it.

You can assign the tour for individual or pair work. Then, when the group is correcting the answers, each student or pair can read the steps out loud as if they were giving a part of the tour.

Answers

C

are blended
are added
is cooked
are dropped
are transferred

D

1 sent
2 sugarcoated
3 given
4 heaped
5 called
6 added

E

7 are poured
8 is sifted
9 is polished
10 are seasoned
11 is inserted
12 is printed
13 are packaged, have been packaged
14 are loaded
15 (are) transported

Listening 1

Aims

- TOEIC® Part 2 practice: question / response
- Jelly Belly tour FAQs (Frequently Asked Questions)

As this is a continuation of the Jelly Belly tour, lead into the exercise by asking students: *What questions would you ask at the end of a Jelly Belly tour?* (Listen to see if any of the students use the passive voice form. Write a couple of their questions on the board to have them identify their use of the passive, or have them rephrase a question using an active form into the passive.)

In this exercise, students read five questions commonly asked by visitors at the end of the Jelly Belly tour, then they listen to five answers given by a tour guide. They must match the answers (A–E) to the questions written in the Student's Book.

Answers

1 C 2 D 3 B 4 A 5 E

AUDIOSCRIPT

A Fortunately, delicious Jelly Belly beans are sold in over 35 countries worldwide.
 B Jelly Belly beans are made in over 50 amazing and tasty flavors.
 C Over one hundred thousand tons are produced every year.
 D Our intensely flavored gourmet beans are conceived and tested by our experts in the Jelly Belly Research and Development Division.
 E Absolutely! They were sent on the space shuttle in 1983 along with the first American female astronaut, Sally Ride! What a star!

Extension Activity

After students complete the exercise, ask them to identify the passive forms in the questions and answers.

Vocabulary Builder

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Vocabulary development: synonyms and antonyms

This activity encourages students to build upon the words they already know by grouping them with similar meaning words. Part 5 TOEIC® questions often test students' ability to recognize synonyms and antonyms. In fact, the correct answer to Parts 3, 4, 5 and 7 TOEIC® questions is often a synonym or antonym of another word in the test item.

In exercise A, students begin by identifying synonyms and antonyms. In exercise B, they add a synonym to each list.

TOEIC® Tip

Before beginning exercise C, have students read the TOEIC® Tip. Students should understand that the correct response is determined by context clues that establish a contrast in each sentence.

Exercise C gives TOEIC® Part 5 practice. (Note that several answers are possible because students are working with synonyms.)

To consolidate the lesson and the TOEIC® Tip, exercise D has students identify the antonyms in exercise C. For example, in number 1, *modernized* is an antonym of *outmoded*.

Answers

A

- 1 mended ✓ repaired ✓ damaged ✗
- 2 maintained ✓ neglected ✗ serviced ✓
- 3 modernized ✓ outdated ✗ renovated ✓
- 4 stored ✗ gotten rid of ✓ thrown away ✓

B

- 1 fixed
- 2 looked after
- 3 refurbished
- 4 discarded

C

- 1 modernized / renovated / refurbished
- 2 neglected / damaged
- 3 thrown away / gotten rid of / discarded
- 4 fixed / mended / repaired

D

- 1 outmoded (antonym of *modernized*)
- 2 cared for (antonym of *neglected*)
- 3 kept (antonym of *thrown away*)
- 4 broken (antonym of *fixed*)

Listening 2

Aims

- TOEIC® Part 3 practice: short conversations
- Topic: troubleshooting and problem-solving

TOEIC® questions frequently involve "troubleshooting" or problem-solving situations where the speakers are discussing a problem and the actions that should be taken. Common TOEIC® questions are:

- *What is the problem?*
- *What is the matter?*
- *What happened?*
- *What is the speaker concerned about?*
- *What is the solution to the problem?*

Before beginning the listening, you may want to teach some technical vocabulary:

safety equipment

spare parts

operation costs

raw materials

to remove

to leak

to be contaminated

In exercise A, students read the seven industrial problems before listening to the five conversations. Students will then identify five of the industrial problems (two of the problems are not discussed).

In exercise B, students must match one of the seven listed solutions (1–7) to each problem mentioned in the conversation. Students should read the solutions and attempt to match the solutions and problems, relying on their memory, before listening to the five conversations a second time. (Note that two of the solutions are not discussed in the recordings.)

Answers**A**

1 –	2 B	3 D
4 E	5 –	6 C
7 A		

B

1 C	2 D	3 E
4 A	5 B	6 –
7 –		

AUDIOSCRIPT**A**

Woman What seems to be the problem?
Man The pallets were run over by a forklift.
Woman You'd better file a damaged goods report.

B

Man 1 What happened to the safety screen?
Man 2 It was taken off because it slowed production.

Man 1 Have someone replace it immediately. We wouldn't want anyone to have an accident.

C

Woman Excuse me. Hard hats must be worn at all times.
Man Oh, sorry. I seem to have left mine back in the truck.
Woman Here, you can borrow this one while you're on the site.

D

Woman Has the faulty switch been repaired yet?
Man Unfortunately not. The warehouse can't seem to locate a spare part.
Woman Well, have the mechanic express order a new one. The assembly line needs to be up and running by tomorrow morning.

E

Woman So, what does your analysis show?
Man The plant is not as efficient and cost-effective as it should be. We simply have to reduce labor costs.
Woman Perhaps we should invest in more automation.
Man That's probably the best solution. Robotics on the assembly line would allow us to increase production to 24 hours a day, seven days a week.

Exercise C. You can ask the following questions as a lead-in to this activity:

- *What other problems might occur in the workplace?*
- *What actions should be taken if these problems occur?*
- *How can such problems be avoided?*

Drawing upon the factory context, this exercise provides Part 5 practice within the context of a factory inspection. Students are to imagine that they are conducting a site

inspection to check the required safety signs. All of the signs contain one grammar error. Most of the mistakes are passive voice errors but there are also errors with participle forms and prepositions. Have students identify and correct the errors.

Answers**C**

- 1 ~~wearing~~ – worn
- 2 ~~conduct~~ – conducted
- 3 ~~been~~ – be
- 4 ~~is~~ – are
- 5 ~~keeping~~ – kept
- 6 ~~from~~ – by
- 7 ~~ask~~ – asked

Extension Activity

Using the classroom, school, or institutional setting in which you are teaching, have your students make signs that include one error like those in exercise C. You may want to encourage them to add some humor to this activity! For example:

- *The whiteboard should be cleaning [cleaned] at the end of every class.*
- *Food and beverages must not be consume [consumed] in the classroom.*
- *Wet umbrellas should be leaving [left] in the stand provided at the front door.*
- *Class attendance sheets must be signed from [by] all students.*

These can be displayed on the wall of the classroom or held up by each student. The class has to identify and correct the error.

Viewpoint**Aims**

- TOEIC® Part 7 practice: reading comprehension – double passages
- Vocabulary development: manufacturing; automation
- Discussion: robotics in industry; technological advances

Part 7 of the test always includes four “double passages” or “paired readings” which present two interrelated documents. This Viewpoint features a double passage in the form of a short newspaper article about the robotics industry in Japan and an email letter of enquiry from a businessman.

Before reading the two documents, begin with a general discussion to focus attention on the role of machines in everyday life. Ask students to give examples of machines that they use and to explain how they make their lives easier.

With double passages it is important for students to understand that the questions that are asked may refer to either one of the two documents, or to both, or to the relationship that exists between them. This means that they should first read the questions and then scan the documents to find the information that they will need. In this Viewpoint there are two questions – the first requires them to find specific information inside one of the texts and the second to analyze the second text in order to determine the profession of the author of the email.

Vocabulary

welding	painting	withstand	collapsed
arm span	sensors	handset	intruder
menial			

Answers

- 1 D
- 2 B

DISCUSSION

The two questions allow students to express their views and opinions concerning the future role of robots in society.

Grammar Check 2

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Grammar point: causative verbs

Have students look at the examples to see how causative verbs are used in context and to answer the questions in exercise A. Explain how this structure expresses that a person causes or enables another person, animal or machine to do something. Students should be able to come up with the following key points:

- *Have, make and let*, when used as causatives, are followed by the infinitive without *to*.
- *Have, make and let* differ in meaning.

Answers

A

- 1 Which causative verbs are followed by:
 - the direct object + an infinitive with *to* *got / forced / allowed* (type 2)
 - the direct object + an infinitive without *to* *had / made / let* (type 1)
 - the direct object + a past participle *had / got* (type 3)

Suggested answers

2 and 3

Synonyms

	(From the examples)	Other verbs
have	get	ask convince encourage persuade enable
make	force	require obligate demand command compel coerce
let	allow	permit authorize

Exercise B gives Part 5 practice with causative verbs. Students are given two choices to best complete the sentence. Have them first identify the primary verb of the sentence and who is involved in the actions in order to determine which type of causative verb is being used. In example sentence 1, the main verb is *is making*; the subject is *the foreman*; the people doing the action are *the crew*. This is a type 1 causative, so *re-install* (the infinitive without *to*) is the correct choice.

Answers

B

- 1 re-install
- 2 approved
- 3 inspect
- 4 by
- 5 take
- 6 to increase
- 7 have
- 8 to transfer

Listening 3

Aims

- TOEIC® Part 4 practice: short talks
- Listening for gist and details

This activity establishes the context for the communication activity. Students listen to a news report about the discovery of an ancient settlement during the excavation work for the new Metropolitan industrial park.

TOEIC® Tip

Before listening, have students read the TOEIC® Tip. It recommends that they listen carefully to the beginning of the short talks because this is where information is given about the context of the talk. It is, therefore, important for students to remain alert so they are not caught off-guard when a new listening begins. Students should practice quickly identifying the speaker, the purpose and the main points. Common TOEIC® Part 4 questions include: *Who is the speaker? What is the purpose of the talk? What is the main idea of the talk?*

Have students read through the archeologist's notes before listening and filling in the missing information.

If necessary, you can pre-teach the following vocabulary. However, students do need to develop skills for filtering difficult vocabulary on the TOEIC®.

a settlement	to uncover	excavations
dwellings	remnants	burial grounds
domestic items	to unearth	a boost

Answers

- 1 an industrial park
- 2 domestic items, finely worked gold jewelry, small statues
- 3 construction workers
- 4 local Chamber of Commerce

AUDIOSCRIPT

The mayor announced today that ancient ruins of an important settlement were uncovered two weeks ago by construction workers on the site of the new Metropolitan industrial park. Although an emergency archeological team has only begun exploratory excavations, a network of dwellings, remnants of a ceremonial area and burial grounds have already been located. Many domestic items have been unearthed and finely worked gold jewelry and small statues have also been found. University archeologists are declaring the site by far the most significant ever found in the region.

Not everyone, however, is celebrating. While the discovery has elicited praise from archeologists and local historians, it is also raising serious questions as to whether construction on the new Metropolitan industrial complex should continue. The archeological finds have seriously interrupted the construction of what was promised to be an enormous boost to local business. The planned industrial park would provide manufacturing facilities and office space for dozens of companies bringing in millions of dollars to a slow economy. A planning commission has been created to study all the options. Citizens interested in the future of the site are invited to a public meeting, to be held on Tuesday evening at the local Chamber of Commerce. The one thing that remains clear is that this site has been an attractive building area for hundreds, if not thousands, of years.

Communication

Aim

- Speaking practice: presenting; discussing; negotiating

Within the context of a planning commission meeting, students must determine the future of the Metropolitan industrial park.

The five roles have opposing visions as to what should be done. On one side is the *land developer* and the *construction superintendent*, who want to proceed with the construction and development of the industrial park. On the other side is the *archeologist* and the *president of the Local Heritage Foundation*, who want to create a heritage site. The mayor is undecided and must determine what is best for the city. Students have to consider not only the cost of construction delays, but also the long-term profitability of an industrial site versus a heritage site. What will bring greater prosperity to the city: industry or tourism?

Give students time to prepare their roles. The activity works best if the meeting can be held in a circle. You may want to designate a chairperson to call on each student to speak. Tell students that they must come to a decision within the given class period and that this decision may require a creative compromise to address the challenge!

Writing Practice

Write a letter to the local newspaper expressing your opinion as to whether the industrial park should be built after the excavations, or whether construction should stop in order to build a museum and cultural center.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

machines women

The *women* are working with sewing *machines*.

Picture 2

pipe tank

The *pipes* are connected to the *tank*.

Picture 3

men board

The *men* are lifting a *board* into position.

Picture 4

hands protect

The worker's *hands* are *protected*.

TOEIC® Speaking Test Practice SP5

You may want to stay on the subject of troubleshooting and present a Part 5 Speaking exercise. In this part of the Speaking Test, candidates have to respond to a spoken message that presents a problem that someone needs help with. After they have listened to the message they will have 30 seconds to prepare their response and then 60 seconds to speak.

Read out the following message:

Hello. My name is Sabrina Santos and I'm calling about a problem that I have with my computer. I bought it from your company a little more than one year ago and it was a big investment for me as I am a student. I was very happy with the machine until last week when I noticed that the machine was losing power when I was using it

in battery mode. I examined the computer more closely and I discovered that the battery compartment is completely out of shape. It looks like it has become deformed. I'm very worried that this will be dangerous for me. And anyway I need to use my computer all the time and now I can't do that when I'm at school because we can't plug in our machines. I know that the guarantee for my machine was only for one year. But can you please help me to find a solution? You can call me at 206 373 4383.

TOEIC® Writing Test Practice WR2

You can assign the exercise below as practice for the second part of the Writing Test. Remind students that they have 10 minutes to write their email.

Write a short email response to the letter of enquiry from Jay O'Leary (page 52 of the Student's Book).

TOEIC® Writing Test Practice WR3

After the discussion you may want to give your students a writing assignment to prepare for Part 3 of the Writing Test. Remind them that they will have only 30 minutes to prepare and write a 300-word essay on the following subject:

Machines have already changed the way that people live and work. In the future, robots may take over many of the tasks that are done by people today. Do you think that using robots will have a positive or negative impact on the way people will live and work in the future?

6 Trade

Unit Focus



Markets



Shipping



Import and Export

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Trade and commerce	Part 1	15–25 mins
Listening 1	The international art market	Part 3	15–25 mins
Grammar Check 1	Future forms	Part 5	10–20 mins
Listening 2	The cost of coffee	Part 4	10–15 mins
Viewpoint	The international coffee market; Juan Valdez	Part 7	30–40 mins
Grammar Check 2	Cause and effect	Part 5	10–20 mins
Listening 3	Meetings	Part 2	15–20 mins
Vocabulary Builder	Idiomatic expressions: <i>point</i>	Part 5	10–15 mins
Communication	Fair trade or free trade?		40 mins
		Total	2 hrs 35–3 hrs 40

Snapshot

Aims

- TOEIC® Part 1 practice: identifying actions and settings
- Vocabulary development: trade and commerce

The pictures serve both as a general introduction to the unit and as the basis of a series of Part 1 activities. The pictures show three scenes of international markets (agricultural produce, art, and commodities trading) and one picture of goods being loaded at an international sea port. In A, students should study the pictures to identify the actions that are being performed. Ask students to speculate about the places that are represented in the photos. You may need to explain the meanings of the terms in B before asking students to match the photos with the terms. For C, you may need to give students assistance with writing their statements before they listen to identify the statements that describe each picture.

Picture descriptions

Picture 1

This picture presents a *wholesale fruit market* for *agricultural produce*. It shows a worker who is *arranging* or *placing* bunches of bananas in an *outdoor storage*

area. The *fruit* has been carefully *laid out* on the ground in rows.

Picture 2

This picture shows another aspect of international markets: an *art auction* at Sotheby's, the famous *auction house*. In the photo we can see the *auctioneer* who is managing the *sale*, and the potential *buyers / bidders* who are seated in the *auction room*. The auctioneer is inviting buyers to *bid* for the painting that is being displayed by two assistants.

Picture 3

This picture shows another important dimension of trade: the *transportation* of goods. It shows a *dockworker* who is *directing* or *signaling* as a *load* of *crates* or *containers* is lifted by a *crane*. We can see two *ships* whose cargoes are being either *unloaded* or *loaded* at the *docks*.

Picture 4

This picture shows *traders* at work in a crowded room at an *international exchange*. The employees are all wearing the same *uniforms* or *vests*. Some of the traders are *doing business* on the phone, and others are talking together. In exchanges or markets of this type, employees buy and sell both *commodities* and *services* from around the world.

Answers**A**

- 1 a worker is arranging fruit
- 2 an auctioneer is managing an auction
- 3 a dockworker is signaling as a container is being moved
- 4 traders are working at an international exchange

B

- 1 wholesale food market, fruit and produce
- 2 auction house, artwork
- 3 cargo containers, international port
- 4 financial market, stocks and commodities

Before students read out the statements that they have prepared for exercise C, check them for errors and inappropriate vocabulary use.

Answers**C****Possible statements****Picture 1**

The fruit has been laid out (arranged) in rows.
The man is arranging the produce.

Picture 2

A painting is being offered for sale.
The people are attending an auction.

Picture 3

The goods are being loaded onto (unloaded from) the ship.
The container is being moved into position.
Cargo is being lifted by a crane.

Picture 4

The staff are at work in the exchange.
The employees are wearing the same uniforms.

Students should listen to the audio recording and identify the keywords that will enable them to identify which statements refer to which pictures.

Keywords

- 1 fruit, exported, handle, produce
- 2 bidding, artwork, auction house
- 3 dockworker, cargo, container, lift
- 4 orders, phone, traders, vests

D

1 D, H 2 C, F 3 A, G 4 B, E

AUDIOSCRIPT**D**

- A The dockworker is directing the cargo.
- B They're placing orders over the phone.
- C They're bidding on the artwork.
- D The harvested fruit is being arranged in rows.
- E The traders are wearing vests.
- F The auction house is crowded.
- G The shipping container is being lifted.
- H He's handling the produce.

Before proceeding to the next section of this unit, you may want to conduct a short question and discussion session. You can focus the discussion on the different forms of international trade and on whether or not trade benefits all the groups involved. Some questions that you could have students discuss are:

Development: *Does trade always benefit all countries involved?*

Trade barriers: *What problems do developing countries face when they seek to export?*

Internet: *How has the Internet changed the way that goods are distributed?*

Commodities: *Which commodities are the most exported / imported by your country / in the world?
How are goods exported / imported to / from your country? (by road transport / sea / air, etc.)*

Listening 1**Aims**

- TOEIC® Part 3 practice: short conversations
- Listening for context and keywords

This activity focuses students' attention on the processes involved in exporting goods from one country to another. In this case, the context is the art market, but the procedures are essentially the same for all other commodities. Draw attention to the different steps that are involved in an international transaction. These are presented in the order in which they would normally take place, starting with a purchase and ending with delivery to the customer.

In A, students listen to identify the context that the conversations refer to.

Answers**A**

- 1 shipping
- 2 packing
- 3 bidding and purchasing
- 4 clearing customs and paying duty fees and tariffs
- 5 insuring

In B, students listen for the specific vocabulary that allows them to identify the context. The keywords that will help them to do this are given below.

Answers**B****Keywords**

- 1 send, sculptures, by air, ocean freight, transit, arrive in time, art fair
- 2 packing list, container, to inventory, breakable, vases, designated
- 3 drawing, museum, collection, the reserve price, acquisitions budget, bidding
- 4 paintings, re-export, duty fees, departure
- 5 policy, cover, shipment

AUDIOSCRIPT

1

Woman 1 Are we going to send the sculptures by air or ocean freight?

Woman 2 With less than four weeks for transit, they'd better go by air.

Woman 1 Right. That way they'll arrive in time for the art fair.

2

Man Do you need any help with the packing list for this container?

Woman That'd be great, thanks. I was just about to inventory the breakable items.

Man Let's see. Five ceramic vases are designated as very fragile.

Woman Yes, and there are several antique bowls that have been specially wrapped.

3

Man This drawing would make a fine addition to the museum's collection.

Woman And the reserve price is well within our acquisitions budget.

Man Let's begin bidding as soon as the auction opens.

4

Woman Will all the paintings remain in the destination country?

Man Yes, we don't intend to re-export them.

Woman Then you'll have to pay your duty fees before departure.

5

Woman 1 Does this policy cover accidental damage to works of art?

Woman 2 Yes, but you must provide a detailed list of all the pieces and their estimated values.

Woman 1 Of course. We want to be sure that the entire shipment is completely covered.

Woman 2 Here's the declaration form that you'll need. Please list all the items.

Grammar Check 1**Aims**

- TOEIC® Part 5 practice: incomplete sentences
- Review of future tenses and forms

This grammar section allows students to review the different tense forms that are used to talk about future time. The examples and explanations cover the main uses of the future. You may want to review more complex forms of the future by referring to the Grammar Reference section on page 133 of the Student's Book. You may need to point out the following vocabulary items:

<i>shipping broker</i>	<i>trade agreement</i>	<i>benefit</i>
<i>growers</i>	<i>to go into effect</i>	<i>showroom</i>
<i>dock</i>	<i>freight forwarder</i>	<i>consignment</i>

Answers**A**

future actions and predictions: 3, *will* + verb

future plans or intentions: 4, *going to* + verb

future arrangements: 1, *be* + -ing (present continuous)

schedules: 2, present simple

B

Give the following explanations for the sentences that contain incorrect future forms:

1 handle

– *Will* is only followed by a verb in -ing when it is preceded by the future continuous form with *be*.

2 will make

– The future is used in a first conditional sentence.

3 are

– *As soon as* is followed by a present simple or past tense.

4 begins	– Time clauses referring to events that occur regularly are in the present simple.
5 is going	– When referring to a planned future event, we use the present continuous.
6 receive	– See number 3.
7 is going	– <i>Going</i> is the only form which is followed by the infinitive <i>to</i> .
8 arrives	– Clauses with <i>when</i> which refer to the timing of future events are always in the present simple.

Extension Activity

If you have time available, you may want to ask students to prepare a list of the things that they have planned to do in the next few days / weeks. They can then discuss this in pairs.

TOEIC® Tip

This tip draws attention to time markers and to the tenses that are used with them in future time clauses, a grammar point that is often tested in questions on Parts 5 and 6.

Listening 2

Aims

- TOEIC® Part 4 practice: short talks
- Listening for specific information

This listening requires students to identify the ingredients, materials and services which correspond to a breakdown of the underlying costs of a cup of coffee. It also serves to introduce the topic developed in Viewpoint. You may need to explain the following vocabulary items:

benchmark - *to break down* **labor costs** **outlet**
to account for **middlemen** *to grind* **harvest**

Before students read the article presented in Viewpoint, ask them if they can suggest ways for coffee growers to improve their financial situation.

Answers

1 \$3.75	2 labor at shop
3 \$1.29	4 shop owner's profit
5 \$0.47	6 farmer's and grower's share

AUDIOSCRIPT

A recent study of the coffee industry has looked at the actual costs that make up the price of the coffee that the average American buys at the local coffee shop. Taking a cup of Starbucks' latte as the benchmark, the Specialty Coffee Association of America broke down the total retail price of three dollars and 75 cents into its component costs. The most expensive of those were: first the labor costs of staff employed at the outlet – that already takes a one dollar and 35 cent bite – then in second position the one dollar and 29 cents for store rent, marketing, and general administration. Add to that the 18 cents of interest on the shop owner's initial investment and the 25 cents of actual profit on each cup – and that already removes almost 70 percent of the full cost. Of the rest, the cup and the milk account for another 47 cents. So that only leaves 21 cents with 17.5 going to the middlemen: the exporters, the importers, the grinders. The farmers and growers who actually planted and harvested the coffee in the first place end up with by far the smallest share: 3.5 cents.

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Speaking practice
- Discussion: Juan Valdez coffee

The text deals with the plans of the Colombia Coffee Federation to open their own Juan Valdez retail outlets in the U.S. in order to increase the returns to coffee growers. The money from the venture, if successful, will be used to finance improvements in infrastructure and marketing in Colombia's coffee-producing regions.

Before doing the reading, focus students' attention on the problems that commodity producers in the developing world face in order to obtain an economic price for their goods on the world markets. Can they suggest any other ways of protecting local producers? (Possible answers could include: subsidies, fair trade, international aid, free trade.)

Answers

B

- 1 early next year
- 2 \$8.4 billion
- 3 specialty coffee shops
- 4 \$0.04–0.05
- 5 roads, schools, health centers, housing

For further vocabulary development, ask students to find the words or expressions in the text that relate to the following things:

Production: *growers, producers, farmers, beans, oversupply, surplus*

Markets: *share, retail shops, consumption, specialty market, price*

Revenue: *losses, to return, ownership stake*

You may need to explain the meanings of the following words:

<i>to brew up</i>	<i>per capita consumption</i>
<i>surplus</i>	<i>industry trade groups</i>
<i>oversupply</i>	<i>to urge</i>
<i>fairtrade</i>	<i>living wage</i>
<i>to return</i>	<i>ownership stake</i>
<i>brand</i>	<i>access roads</i>
<i>analyst</i>	

DISCUSSION

The discussion questions refer specifically to the case of the Colombian Coffee Federation which has developed its own marketing and sales network. Encourage students to think of other alternative distribution and marketing channels that can empower producers in developing countries. Equitable trade is one example of this, where farmers join an organisation that distributes their coffee under an equitable trade brand. Examples of organisations that promote this approach include Max Havelaar and Fairtrade. This topic is developed in more detail in the Communication section at the end of the unit.

Grammar Check 2

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Review of the language of cause and effect

This section provides a review of the verbs, nouns and linking expressions that are used in clauses of reason and result. You should focus attention on the prepositions that are used after certain words and make sure that students are familiar with these. You may need to explain the following vocabulary:

standards of living illicit factors deprive

Answers

A

- a 3
- b 5
- c 1
- d 2 / 4
- e 2 / 4

B

- 1 reasons
- 2 led to / resulted in
- 3 result
- 4 effects
- 5 Since / As

Extension Activity

Ask students to work in small groups. Give each group one of the following subjects to work on: traffic congestion, global warming, waste management, alternative energy, noise pollution.

Each group should prepare a simple chart like the one on page 59 of the Student's Book showing the causes and effects for their topic. Two groups can then join together and give the explanations of the causes and effects of the situation / subject they have studied. Alternatively, you may wish to use the board and to do this as an activity involving the whole class.

Listening 3

Aims

- TOEIC® Part 2 practice: question / response
- Vocabulary development

A and B of this activity focus on the language that is used to conduct meetings and on key vocabulary relating to the organization of meetings. Make sure that students are familiar with the following terms:

minutes agenda to chair a meeting

Several of the vocabulary items are words that have multiple meanings. You should explain that this is the case for many words in English. Some words may have exactly the same form, but two or more very different meanings:

minutes (noun): unit of sixty seconds

minutes (noun): notes of what is said

Other words may have the same form, but can be used as a different part of speech:

minute (adjective)

chair (noun or verb)

Extension Activity

If you have dictionaries available, you can ask students to choose words from the following list and check their meanings. Write the list of words on the board and ask students in turn to explain the different meanings the words can have. The following examples are for words with at least one meaning that is related to trade, but you can quite easily make a list of more general words.

check ship customs duty order
figure return deal pack clear

Answers

A

1 minutes	5 break
2 agenda	6 business
3 item	7 chair
4 views	

B

1 chair	5 item
2 business	6 views
3 break	7 minutes
4 agenda	

C

1 B	5 B
2 A	6 A
3 A	7 B
4 B	

4 What are your views on this issue?

A Yes, all rooms have lovely views of the city.
B I tend to agree with what Mark said earlier.

5 Why don't we take a ten-minute break?

A Because it's not broken.
B That's a good idea.

6 Is there any other business?

A No, I think we've covered everything.
B There're plenty of stores just down the street.

7 Who would like to chair the next meeting?

A I'll be happy to bring an extra one from my office.
B I'll do it. I think it's my turn.

TOEIC® Tip

This tip talks about distractors. These are questions that are designed to distract the attention of the person who is answering and to make it more difficult for them to identify the correct response. On the TOEIC® test, distractors are often used when a keyword in a question has multiple meanings. For example, in the listening exercise C, you heard the following question:

Who would like to chair the next meeting?

In this question, *chair* is used as a verb. However, of the two possible responses:

I'll be happy to bring an extra one from my office.

I'll do it. I think it's my turn.

only the second one is appropriate. The first response would only have been appropriate if the question had contained the noun *chair*.

Vocabulary Builder

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Vocabulary development: idiomatic expressions (1) – *point*

This activity focuses on the way a word, in this case *point*, is used to form idiomatic expressions by showing the various collocations, suffixed or prefixed forms. Tell students that developing their vocabulary by learning colloquial language will help them to improve their score.

AUDIOSCRIPT

A

- 1 Could someone take the minutes, please?
- 2 Has everyone received a copy of the agenda?
- 3 Could we move on to the next item?
- 4 What are your views on this issue?
- 5 Why don't we take a ten-minute break?
- 6 Is there any other business?
- 7 Who would like to chair the next meeting?

C

- 1 Could someone take the minutes, please?
A I'm sorry. I left my watch at home.
B I'd be glad to.
- 2 Has everyone received a copy of the agenda?
A You wouldn't have an extra one, would you?
B I've already had a cup this morning, thank you.
- 3 Could we move on to the next item?
A As soon as we've made a decision on the present issue.
B Relocating the business would be expensive.

Answers**A**

1 e
2 f
3 a
4 b
5 d
6 c

B

1 beside the point
2 point out
3 point of view
4 pointless
5 to the point
6 makes a point

C

Students may need some assistance with this activity as dictionaries will only provide some words and expressions (and not those, for example, where these words appear after another). Here are some suggested answers:

head

verbs: to head, to head for, to head out, to head home

compounds: headway, overhead, headstrong, headache, forehead

expressions: head first, to be in over your head, to lose your head

back

verbs: to back, to back down, to back up, to back out of

compounds: backpack, backbone, backlash, drawback

expressions: back to front, to make a comeback

face

verbs: to face away, to face up to

compounds: interface, facelift

expressions: face-to-face, to face facts, to save face

hand

verbs: to hand over, to hand out, to hand in, to hand back

compounds: handheld, handshake, handwriting, beforehand

expressions: hand to mouth, hands up, out of hand

Communication**Aim**

- Speaking practice: presenting arguments and counter-arguments

The context for this activity is a town meeting to decide whether a local community should apply to become a Fairtrade town. Fairtrade towns contribute to the Fairtrade Foundation's objectives of tackling poverty by agreeing to use Fairtrade products and making sure that they are stocked in local stores. (You can find all the details about the Foundation and its various programs at www.fairtrade.org.uk.) Ask students to read the text which presents the Foundation's conditions for towns that wish to apply to become Fairtrade towns.

You may need to explain the following words:

to tackle *disadvantaged producers* (This is the term used to refer to farmers or growers whose incomes are extremely low.)

*town council**awareness***Answers****A**

- to support producers and reduce poverty in developing countries
- by promoting sales of Fairtrade products

Give students enough time to prepare the roles that they have chosen for the meeting and answer any questions that they may have about vocabulary, etc. The activity has been designed to include a range of viewpoints about whether or not the town should apply for Fairtrade status. Students should therefore try to present their arguments as persuasively as possible.

If you intend to have your students complete the writing assignments, they will need to take notes during the meeting in order to do so.

Writing Practice

Write up the minutes for the meeting that you attended.

OR

Write a short article for the town's newspaper.

OR

Write a short press release.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

banana *ground*

The *bananas* are on the *ground*.

Picture 2

painting *sell*

The *painting* is about to be *sold*.

Picture 3

cargo *transfer*

The *cargo* is being *transferred*.

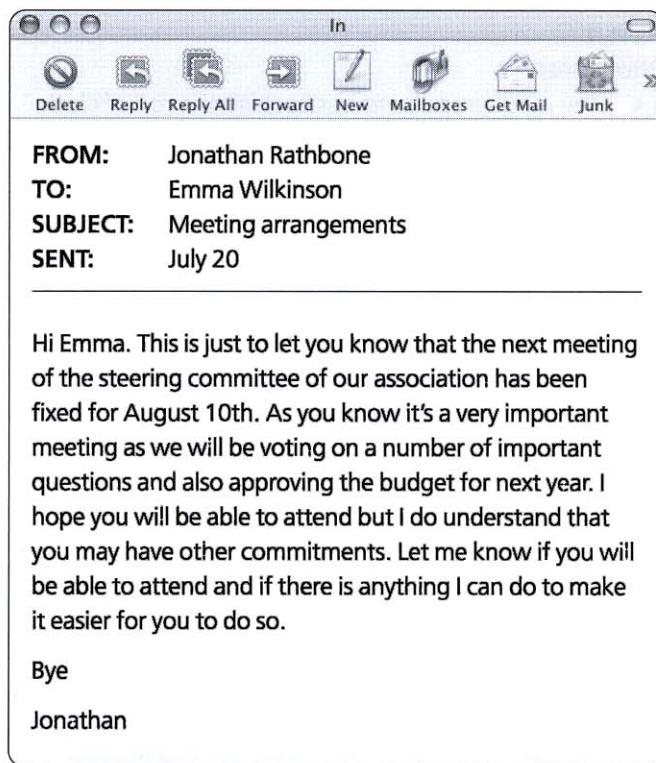
Picture 4

room *crowd*

The *room* is very *crowded*.

TOEIC® Writing Test Practice WR2

You may want to use the subject of meetings to give your students practice with the second part of the Writing Test. You can use the following email. Give your students 10 minutes to read and answer the email. Ask them to include at least one question and one request in their response.



Review Test 2 Answer Key

Units 4–6

Listening Test

Part 1

Photographs

1 C The man's *inspecting* or *checking* the *roll of cloth*, (B) not the *pay roll*. (A) He's not *rolling* up the sleeves of his shirt. (D) He's *working*, but not on a *clock*.

2 D The customer's at the *checkout counter*. (A) The *grocery cart* is behind the woman, so she can't be pushing it. (B) The checkout clerk is waiting for the woman to pay for her groceries; he's not *weighing* anything. (C) The customers are *standing*, not *entering* a shopping area.

3 D The workers are manufacturing products on an *assembly line* inside a *plant* or factory, (A) not *waiting in line in front* of it. (B) They are not attending a meeting or group gathering such as an *assembly*. (C) They're *working in a building*, not *walking* around a new one.

4 A A large shipping *container* is being *lifted* or raised by a *crane* on a dock. (B) The *vehicles* are parked on the dock and are not being driven onto a ferry. (C) The shipping container is in the *air*, but it is not being transported by airplane. (D) The *truck* is being loaded or unloaded, not *towed away*.

Part 2

Questions and responses

5 A The question asks *when* the permits *will* be signed in the future, but (B) *three days ago* refers to the past. (C) answers a question about *who* will sign the permits.

6 B The answer *by midweek* confirms the question about whether *the order* will be delivered *by Wednesday*. The word *order* is repeated in the other answers, but has different meanings than in the question: (A) refers to a sequence and (C) refers to a command or instructions.

7 C The question *who* requests the name of the person *in charge of the auction*. (A) provides information about a man who has not been mentioned. (B) gives information about when a *sale will begin*.

8 B (B) answers the question *which aisle*. This refers to location. (A) refers to rules about *animals* or pets in *the store*, not *pet food*. (C) mentions *fresh fruit*, which is typically sold in a supermarket, but is not ordinarily used to feed pets.

9 B (B) responds to the question about who will *type up the minutes* or notes of the meeting. (A) answers a Yes/No question about repairing a *watch*, which relates the meaning of *minutes* as units of time. (C) uses the distracter *tied up*, which sounds similar to *type up*, and *hours*, which relates to time, not the written records of a meeting.

10 A The tag question asks whether *batteries* are included with *the toy*. (B) and (C) do not refer to batteries, but to a *service charge* and to the number of people who can play a *game*.

11 B The question *Should we ...?* asks for advice about *using subcontractors* for a job, so this answer is appropriate. The other answers do not refer to *finishing a job* and use similar-sounding words as distracters: (A) the verb *subtract* and (C) a *sublet*.

12 C (C) declines the offer to *have the shipment insured*. (A) refers to a purchase, not shipping. The word *insure* sounds similar to *sure*, which could be confused with *certain*. (B) Although *by sea* could refer to a shipment, the reference to safety is not logical.

13 B responds correctly with a way to make a payment or *transfer money*. (A) draws on the distracter *goods*, confusing quality with items. (C) responds to *when* and not *how*.

Part 3

Short conversations

14 B The keywords *adjourn*, *committee*, *chair*, *agenda* refer to a meeting, not to (A) an interview, (C) an auction or (D) customs.

15 D The man says that they will need to *appoint a new committee chair*. There is no mention of (A). (B) uses a distracter, confusing a *chairperson* with *furniture*. (C) confuses the verb *to appoint* (to choose) with *appointment*.

16 **B** Although the woman suggests discussing the nominations (A) *next week*, the man says that they will not have enough time and he suggests *the following week*, implying *in two weeks*. There is no mention of (C). The chair needs to be appointed for (D).

17 **D** The shipment of *fabrics* suffered *water damage*. (A) The man is unhappy about the damage, not the fabrics. (B) The man is asked to provide *copies of the invoices*, not the fabrics. (C) The man asks when he will be *compensated*, which implies that the fabrics were insured.

18 **B** She tells the man to file the (insurance) *claim* with *us*; she says *we'll process it* and identifies the *assessment* with the possessive pronoun *our*. There is no mention of (C) or (D). (A), (C) and (D) would normally leave the processing, assessment and reimbursement of such insurance claims to an insurance company. (D) draws on the distracter *voices* in the word *invoices*.

19 **A** The man asks *how long it will take*. He does not ask *where* (B), *who* (C) or *how much* (D).

Part 4

Short talks

20 **A** (A) is the most logical choice. As chair of a meeting, the speaker announces building renovation plans and safety regulations. There could be (B) *researchers* and (C) *lab technicians* in the audience, but they would not be *managing the renovations*. (D) A *construction worker* would not be in charge of communicating company policies to the employees and would not refer to the *product research laboratory as ours*.

21 **B** The speaker says that the construction site will be restricted *for the next six months*. (A) The six-month construction period will end *early next year*. The construction will *begin* (C) *on Monday* (D) *of next week*.

22 **B** To access the site, authorized personnel *will be required to wear appropriate protective clothing*. A *safety briefing* is also required, but there is no mention of (A) *informing their colleagues*, (C) *reading a safety memo*, or (D) *signing a release form*.

23 **B** Quotas would not explain the cause of the crisis because the *International Coffee Federation* no longer imposes quotas. (A), (C) and (D) are all reasons for the crisis.

24 **C** The *Federation* acted as the *regulator* that could *impose maximum production levels*. There is no mention of (A) *financing farmers* or (D) *marketing*

coffee products. (B) *New extremely advanced, mechanized production techniques* have been introduced, but not by the International Coffee Federation.

25 **B** The speaker says that *mechanized production techniques* have *led to greater quantities*. (A) Prices are in fact *very low*. There is no mention of (C) *quality*. The report states that the *industry* is *without a regulator*, so (D) is also incorrect.

Reading Test

Part 5

Incomplete sentences

26 **C** In the passive voice, the auxiliary verb *to be* must be followed by the past participle (-ed form) of the main verb. (A) is a noun, an infinitive without *to*, or the present simple, (B) is the third person singular of the present simple, and (D) includes an extra auxiliary verb.

27 **C** Someone *conforms to regulations*. The other verbs (A), (B) and (D) are not followed by the preposition *to* and do not make sense in the context.

28 **B** The future form *be going* requires the infinitive with *to* of the main verb. (A) is a noun or an infinitive without *to*, (C) is a present participle, and (D) is a noun.

29 **D** The idiomatic expression is *to make a point of doing something*, meaning "to plan on". (A) and (B) are distracters, referring to a *meeting*, but are not usually used with the verb *make*. (C) is a common collocation with the verb *make*, but does not make sense in this context.

30 **C** The present simple tense is used in clauses beginning with *as soon as* that refer to the future. *Bidding period* takes the third person singular in the present simple. (A) is the passive voice, (B) is the future with *will*, and (D) is either the present simple, but not in the third person singular, or an infinitive without *to*.

31 **D** *To view something as* means "to consider it to be", "to think of it as". (A), (B) and (C) do not make sense in this context.

32 **A** A *refund* can be given when a customer returns a purchase. (C) Although a purchase might be exchanged for another, *replacement* does not make sense with *purchase price*. (B) and (D) do not fit with the context of retailing / buying a product.

33 C In the context of *advertising*, *misleading claim* is a common collocation. (A), (B) and (D) are not commonly used in this way. Common collocations with the other choices are: an *unfulfilled* promise, *insufficient* evidence or information, a *distrustful* person.

34 B *Due to* is followed by a noun phrase to indicate a cause. (A) *Since*, when used to express cause, and (D) *because* come at the beginning of clauses (noun + verb). Although *because* would also be correct, it is not an option. (C) *Consequently* introduces a new sentence that expresses an effect, not a cause.

35 C *Mean* is the only word of the four that introduces a *that* clause.

36 B The blank is preceded by the article *the*, which requires the superlative form of *cheap*. (A) is the comparative form. (C) is an adverb and (D) is an adjective.

37 A requires a first conditional future form in the passive voice. The other choices are active forms: (B) the future (C) the present continuous (D) and the present simple.

Part 6

Text completion

38 B Verbs in the passive voice are followed by the preposition *by* when the agent of the action is stated (in this case: *the food and health authority*). (A) the preposition *with* would indicate the means and (D) the preposition *to* would indicate the object that the *department* is being *alerted to*. (C) the preposition *from* would indicate the physical position, direction, or site *from which* the alert came.

39 A In this context, the phrase *of the problem* is logically completed with the word *cause*. The rest of the sentence identifies a possible origin to the problem as is indicated by the past form of the modal *may*. (B), (C), and (D) would not be used to express this.

40 D After the adverb *until*, the future is expressed in the present simple form. (A) and (C) are in the future form and (B) is in the present continuous form.

41 A Since the verb *remove* is in the complete infinitive form with *to*, the only causative verb that can be used correctly is *ask*. (B), (C) and (D) are followed by the infinitive form without *to*.

Part 7

Reading

42 C The notice provides general information about transporting goods, presenting several basic issues and options to ensure safe, timely and cost-effective shipping. There is no mention of more specific issues: (A) *weight limitations*, (B) *insurance policies*, or (D) *new safety measures*.

43 D *Maritime shipping* is described as being *less expensive*. (A) No option is presented as the best. (B) Although shipping by sea can be less cost-effective, it is said to be *less expensive* and (C) *much slower*.

44 B The notice mentions *surface transportation to and from the docks* as a possible *additional cost of sea freight*. (A), (C) and (D) do not appear in the notice.

45 A Adeg's new supermarkets have features that are designed to attract *clientele over fifty* years old. (B) There is no mention of *rival stores*. (C) Recruitment is discussed, but only in terms of hiring older employees, not to lower costs. (D) Younger shoppers are attracted to the new stores, but this is presented as an unforeseen and fortunate consequence of their marketing to older clientele.

46 C *More than half* are under the age of fifty indicates that the majority is *less than fifty*. Therefore, (A), (B) and (D) are incorrect.

47 B There is no mention of *personal shopping assistants*. (A), (C) and (D) are presented as *intriguing innovations*. (A) *Shopping carts* will have seats. (C) *Larger print on labels* will be easier to read. (D) *Lower shelves provide easy access*.

48 D The notice is addressed to *All employees* and not only to (B). (A) and (C) are not mentioned.

49 C The notice informs employees that the *guidelines* have been *revised* in order to *reduce the risk of injury* and to *promote safe work practices*. Although the *production zone* is mentioned, there is no reference to (A) *increasing production*. Neither (B) nor (D) are given as reasons.

50 D The first bullet point states that *all employees working in designated "risk zones"* have to wear *protective shoes at all times*. This is not required in (A) or (C). There is no mention of floor conditions, but (B) draws on the distracter *slip-on shoes*, which refers to shoes without shoelaces.

AUDIOSCRIPT**Review Test 2 Units 4–6****Part 1**

- 1 A He's rolling up his sleeves.
B He's checking the pay roll.
C He's inspecting the roll of cloth.
D He's working on the clock.
- 2 A She's pushing the grocery cart.
B He's weighing the vegetables.
C The customers are entering the mall.
D She's standing at the checkout counter.
- 3 A They're waiting in line in front of the plant.
B They're attending a general assembly.
C They're walking around the new building.
D They're working on an assembly line.
- 4 A The container is being lifted by a crane.
B The vehicles are being driven onto a ferry.
C The goods are being shipped by air.
D The truck is being towed away.

Part 2

- 5 When will the construction permits be signed?
A Within two weeks' time.
B Three days ago.
C By the local official.
- 6 If I place my order today, can I expect delivery before Wednesday?
A It's in the wrong order.
B It should get there by midweek.
C You should always follow orders.
- 7 Who'll be in charge of the auction?
A He's currently not available.
B Yes. The sale will begin soon.
C Tom Johnston will be managing it.
- 8 Which aisle is the pet food located in?
A I'm afraid animals are not allowed inside the store.
B At the far end of the store next to the canned goods.
C All our fresh fruit is locally produced.
- 9 Are you going to type up the minutes?
A Yes, I'm taking my watch to be repaired.
B I'll have my assistant do it.
C She's been tied up for hours on the other line.
- 10 This toy comes with batteries, doesn't it?
A No. I'm afraid they're sold separately.
B That's right. There is a ten percent service charge.
C The game can be played by up to four people.

11 Should we get subcontractors to finish the job?

- A Yes, you can subtract the discount from the retail price.
- B We'll save time if we do.
- C The sublet has already been rented.

12 Would you like me to have the shipment insured?

- A Yes. I'm certain I bought it here.
- B Yes, it's much safer by sea.
- C No. I'll take care of that myself.

13 How will they pay for the goods?

- A In excellent condition.
- B They'll transfer the money directly.
- C Once they arrive.

Part 3**Questions 14 through 16**

Woman Before we adjourn, would anyone like to add anything?

Man We'll have to appoint a new committee chair before the end of the year.

Woman That's right. I'll put it on next week's agenda.

Man I'm afraid we won't have enough time to review the nominations. Let's schedule that for the meeting the following week.

Questions 17 through 19

Man When the container was opened, I noticed that water had leaked onto the fabrics.

Woman You'll need to provide us with a detailed inventory of the damage and copies of the original invoices.

Man All right. But how long will it take to get compensated?

Woman As soon as you file your claim, we'll process it within two weeks. And depending on our assessment, you will receive payment within thirty days.

Part 4**Questions 20 through 22**

Now, if we could turn to the next item, which relates to new safety rules. The long-awaited renovation of our product research laboratory is set to begin next week. As of Monday, the north wing of the building will be designated a restricted-access construction site for the next six months. This means that in accordance with company safety regulations, unauthorized personnel will not be allowed into the site until the project is completed early next year. A memorandum has been issued asking company personnel working near the site to follow posted safety instructions.

During the final phases of the renovation, some of you may be granted access to the restricted area in order to oversee the installation of new laboratory equipment. This means that you will be required to attend a safety briefing and to wear appropriate protective clothing. For your own safety and for that of others, please pay careful attention to these new measures.

Questions 23 through 25

The coffee industry has gone through a radical transformation in the last ten years and this has created some major problems for many coffee-exporting countries. The most important of these is the question of oversupply, which is the direct result of three factors; first, overall demand for coffee has in fact been

declining. This is mainly because young people today tend to consume other products than coffee. Second, the International Coffee Federation, which used to guarantee that all producing countries were able to supply the market with sufficient quantities of coffee, is no longer able to act as the international regulator of the industry. And without a regulator it is impossible to impose maximum production levels. Lastly, in recent years, new countries like Vietnam and Brazil, for example, have entered the market, sometimes using extremely advanced, mechanized production techniques and this has led to the production of greater quantities of coffee, available at a very low price.

7 Leisure

Unit Focus

Entertainment Recreation Culture

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Recreational activities	Part 1	15–25 mins
Listening 1	National Pastimes Quiz National Leisure Trends	Part 4	10–15 mins 20–30 mins
Grammar Check 1	Relative pronouns	Part 5	25–35 mins
Viewpoint	Movie theater and Cross-golf	Part 7	40 mins
Grammar Check 2	Indirect questions	Part 5	20–30 mins
Listening 2	Indirect questions	Part 2	10–15 mins
Vocabulary Builder	Participles used as adjectives	Part 6	15–25 mins
Listening 3	Spare time activities	Part 3	25–35 mins
Communication	Sales team planning meeting: outing		40 mins
		Total	3 hrs 40–4 hrs 50

Snapshot

Aims

- TOEIC® Part 1 practice: picture analysis
- Vocabulary development: recreational activities
- Discussion

Unit 7 focuses on leisure and recreational activities. Begin the unit by asking pairs of students to come up with a list of leisure and free-time activities. What are their hobbies? What do they like to do for entertainment? What cultural and artistic activities do they enjoy participating in? (Note that more extensive discussion of leisure activities is planned in the Discussion section at the end of Listening 1 on page 70 of the Student's Book.)

The pictures present four scenes of recreation and leisure: playing board games in a pool, hiking in the wilderness, playing soccer, eating out on a restaurant terrace.

Begin Snapshot by having pairs of students choose one photo and write two statements for it: one correct and the other incorrect. They can then read the statements out loud to their partners or to the class, who then have to identify which statement is the correct one.

Open the class to discussion and brainstorm words for exercise A.

In exercise B, students listen to eight statements and must choose the one that best describes each picture. After the listening, have them read the TOEIC® Tip.

TOEIC® Tip

This is a good moment to help students understand how some Part 1 statements may sound correct due to similar-sounding words and homonyms. Have students identify the similar-sounding words and homonyms from the listening. Ask them to explain how statements A, B, C, D in the recording are intended to distract them from the correct statements.

Distractors

- A The men are in a *swimming pool*, they are not *playing pool (billiards)*.
- B The three women are *hiking (walking in the outdoors)*, not *biking (riding bicycles)*.
- C The *couple (man and woman)* is sitting at a table, there are not a *couple (two) of tables* free on the terrace.
- D The soccer *players* are *playing* a game on a field, they are not *on stage performing a play*.

Similar-sounding words:

- B *biking* ≠ E *hiking*

Homonyms and words with several meanings:

A *to play pool* (to play the game of billiards) ≠ F *to be in the pool* (a swimming pool)
 C *a couple of* (quantity) ≠ H *the couple* (two people)
 D *to perform a play* on stage (theatre, drama) ≠ G *to play* on a field (sports)

Picture descriptions

Picture 1

In this picture, people are in a *swimming pool*. Several men are *gathered* around a *chess board*. Some of them are *playing chess*.

Picture 2

Three women are *hiking* in the *wilderness*. They are wearing *backpacks* and carrying walking sticks. They are crossing a *stream* (a small river or creek) by walking across a narrow log. Behind them, an *alpine meadow* leads to a line of trees and a forest. In the distance are snow-covered mountains.

Picture 3

In this picture, people are *playing soccer*. Several players are standing around the *goal*. The *soccer ball* is in the air above the goal.

Picture 4

In this picture, two people are sitting at a table outside on a *terrace*. They are *eating out* at a restaurant. The man has his arm raised and he is drinking from a glass. Both the man and the woman are wearing sunglasses. A street slopes upward behind them.

Answers

A

Possible statements

Picture 1

The men are in a swimming pool.
 They are playing board games / chess.

Picture 2

The three women are walking in the wilderness.
 They are backpacking.
 They are crossing a stream / river / creek.

Picture 3

They're playing soccer.
 The teams are on the playing field.
 The ball is above the goal.

Picture 4

The couple is eating at a restaurant.
 They're dining on the terrace.
 They're enjoying their meal outside.

B

- 1 F
- 2 E
- 3 G
- 4 H

AUDIOSCRIPT

B

- A The men are playing pool.
- B They're biking in the forest.
- C There are a couple of free tables on the terrace.
- D They're on stage performing a play.
- E They're hiking in the wilderness.
- F The men are playing board games in the pool.
- G The players are on the field.
- H The couple is dining outside.

Listening 1

Aims

- TOEIC® Part 4 practice: short talks
- Listening for details
- Discussion

The lead-in activity, a National Pastimes Quiz, can be done as a group or individually. You may want students to extend the quiz by identifying other national / cultural pastimes. Ask students: *Can you think of any pastimes that are associated with other nations or cultures?*

Suggested responses

- Belgium – cycling (the most popular sport)
- Bhutan – archery
- Canada – lacrosse (official summer sport) and ice hockey (official winter sport)
- China – table tennis and tai chi
- India – yoga
- Jamaica – cricket
- Japan – sumo wrestling
- Mongolia – wrestling and archery
- Norway – skiing
- Pakistan – field hockey (official sport)
- Korea – tae kwon do (traditional): a martial art
- Saudi Arabia – falconry and horse racing (traditional)
- Turkey – oil wrestling (traditional)
- United Arab Emirates – camel racing (traditional)
- United States – baseball
- Here are a few more traditional pastimes:
 Afghanistan – buzkashi (literally “goat-grabbing”): a traditional sport played on horseback
 Finland – pesäpallo: a Finnish version of baseball

Hong Kong – dragon boat racing
 Iceland – glima: Icelandic wrestling
 Uzbekistan – kurash: an ancient style of wrestling
 Thailand – muay thai: Thai boxing, a martial art

Exercise B involves an extended listening of a radio program discussing leisure trends in the U.S. Before beginning the recording, have students study the table and guess what the answers will be. You could begin by asking the following questions and writing student answers on the board:

- *What do you think the top four leisure activities are in the United States?*
- *What percentage of Americans watch television every day?*
- *What percentage of Americans watch more than 5 hours of television every day?*

After listening to the recording and completing the table, students can compare the information with their predictions. This leads well into the Discussion section.

DISCUSSION

Students can compare their own national leisure trends with those of the United States. In addition to this cross-cultural approach, the third question asks students to compare leisure preferences according to gender. How do leisure trends in their country differ between men and women? You can also ask how leisure trends differ according to ages. Ask them what leisure activities they used to do when they were younger. What leisure activities do they imagine doing when they are older?

Answers

A

1 e 2 d 3 b 4 g 5 h 6 f 7 a 8 c

B

- 1 watching television
- 2 shopping
- 3 eating out
- 4 81%
- 5 8%
- 6 women
- 7 biking
- 8 men
- 9 golf
- 10 jogging

AUDIOSCRIPT

B

How do Americans spend their free time?

Here are a few facts from LeisureTrak®, which measures the leisure and recreational habits of Americans 16 years old and over.

The top four leisure activities of all Americans are: watching television, reading, socializing and shopping. Using computers, eating out, watching spectator sports, and reading the newspaper also ranked high.

81 percent of Americans enjoy watching television at least once a day.

57 percent watch TV for less than two hours, but eight percent admit watching it for five or more hours per day. The top five recreational activities for women are walking, aerobics, exercising, biking, and jogging. The top five for men are golf, basketball, walking, jogging, and biking.

Grammar Check 1

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Relative pronouns

Students study the examples to identify the relative pronouns in exercise A. The emphasis here is on the specific meanings of relative pronouns. Although this section does not specifically address the difference between defining and non-defining relative pronouns, it might be useful to briefly explain this to your students. Non-defining relative pronouns and clauses simply add extra information. Defining relative pronouns and clauses add essential information that defines who or what the speaker is referring to.

Non-defining:

His oldest sister (he can only have one *oldest sister*)

- 1 *His oldest sister, who is an expert rock climber, recently ascended Mount Everest.*

Defining:

His colleague (which colleague?)

- 2 *His colleague who loves to sail recently bought a boat.*

The relative clause in sentence 1 simply adds information, but does not further define the subject of the sentence. Non-defining pronouns and clauses are separated from the sentence with commas.

The relative clause in sentence 2 adds essential information and thus defines *which colleague* the speaker is referring to. Defining pronouns are *not*

separated from the sentence with commas. Generally, *that* is used for defining clauses and *which* can be used for both.

Note that *whom* has not been introduced. Students find the formal, correct usage of *whom* challenging. The general rule is that *whom* is used after a preposition for a person (*to whom*, *from whom*, *with whom*, etc.).

Contemporary usage often avoids formal usage of *whom* by placing the preposition at the end of the phrase or by simply using the less formal *who*.

Formal: *The colleague, to whom I loaned my surfboard, was an Olympic swimmer.*

Informal: *The colleague, who I loaned my surfboard to, was an Olympic swimmer.*

Formal: *With whom are you playing tennis this afternoon?*

Informal: *Who are you playing tennis with this afternoon?*

Some students may need to be reminded that additional pronouns are not included after the relative pronoun:

My friend Brenda, who she is an excellent photographer, recently went to Brazil.

Archery, which it is an ancient martial art, requires great concentration.

Answers

A

Which relative pronoun:

- is used only for people? *who*
- can be used for things and people? *that*
- is used for possessions? *whose*
- is used for places? *where*

B

- 1 Svetlana, who won the national junior tournament, taught me how to play chess.
- 2 The Olympic Games, which originated in Greece, are held every four years.
- 3 My best friend, whose hobby is doing magic, can do the most amazing card tricks.

C

- 1 *that*
- 2 *who*
- 3 *which*
- 4 *where*
- 5 *whose*
- 6 *whom*

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension – double passages
- Discussion: unique recreational activities and their environments; extreme sports

You can approach this topic in several ways, either through the idea that leisure activities are uniquely linked to their environments or through the idea that traditional activities can develop into extreme variations.

Ask students if any of their favorite leisure activities have to occur in specific places. Ask them to imagine doing these activities in the least expected places. Have they heard of "extreme sports"? (Extreme sports are radical variations on traditional sports and are often done in non-traditional, more challenging environments.)

This Viewpoint presents two double passages (paired readings). Each double passage features one short article which is followed by either an email or a letter. The articles describe two activities which could be considered "extreme" variations on their more traditional forms. Generally we see a movie in a theater. However, the first article presents a unique movie theater made entirely out of snow and designed for an audience of snowmobile drivers. The second article describes "cross-golf", a radical variation of the game of golf, which can be played in the middle of cities or in any place other than on a traditional golf course.

The first article is followed by an email in which Lindsay is passing on information about the annual film festival that is held at the Sumi movie theater. She is recommending that Nukka contact the festival organizers in order to ask them to include a documentary film that she has made.

The second article is followed by a letter of reply. The writer, Stanley Johnston, is the director of a golf equipment company and he is responding to a request for sponsorship made by Mr. Singh the organizer of a cross-golf competition. In the letter he reminds Mr. Singh that his company is already sponsoring other "traditional" golf competitions.

In this pairwork activity students are first asked to read one of the double passages and then answer a series of questions. Before they do the reading, you may want to remind them that four double passages are featured in Part 7 of the test. They should follow the suggestions given in the TOEIC® tip on page 52 of the Student's

Book. You should not allow more than 2 minutes of reading time for each set. In addition to answering the questions, each pair has to prepare two TOEIC®-style questions about the first pair of texts that they have read. Practice with writing questions will help students to be more aware of the style of questions that are set on this part of the test. You should check the questions that each pair has written before they exchange questions and read the second set of documents. Some suggestions for possible answers and questions are given below.

A**Sample answers****Texts A**

- 1 This article presents a drive-in movie theater for snowmobiles. The email is a suggestion to submit a film to a festival.
- 2 The people who go to this cinema are the Samis, who are Norway's indigenous people, many of whom are reindeer farmers. Lindsay is writing an email to Nukka.
- 3 In Norway.
- 4 The film festival takes place in the outdoor movie theater.

Texts B

- 1 The article describes a type of golf that is not played on traditional golf courses. The letter is a response to a request to sponsor a cross-golf tournament.
- 2 Cross-golfers; the organizer of a cross-golf tournament (Mr. Singh) and someone who works for a golf equipment manufacturer (Stanley Baker Johnston III).
- 3 Cross-golf can be played anywhere – in cities, in hotels, along rivers.
- 4 The letter refuses a request to sponsor a cross-golf tournament.

B**Sample questions****Texts A**

How do cinema-goers get to the drive-in theater?
 What is the movie theater made of?
 What do the people sit on?
 What is the traditional occupation of the Samis?
 What kind of movies do they show?
 What does the Sami Film Festival promote?

Texts B

What are other names for "cross-golf"?
 In what countries is cross-golf most popular?
 Who started cross-golf? Where did he first start playing it?
 In a recent tournament, what was the "hole" that players had to hit the golf ball into?
 Why does Mr. Johnston refuse to sponsor the tournament?

DISCUSSION

Begin by asking students what they think of the two articles. Do they consider these "extreme"? Would they want to experience or participate in either of the activities? Do they know of any other activities that have undergone similar variations?

You may also want to encourage students to talk about recreational activities that are specifically linked to environments and weather conditions. Give them categories such as *water / snow, indoors / outdoors, winter / summer, individual / group*.

For example:

- *What are some sports that require cold or snow?* (skiing, snowboarding, ice fishing, ice skating, etc.)
- *What activities are done in warm weather?*
- *What activities are done on the water?*
- *What activities are done in the mountains?*
- *What activities need courts or playing fields?*

Use this activity to revise and expand vocabulary.

Grammar Check 2**Aims**

- TOEIC® Part 5 practice: incomplete sentences
- Polite question forms; indirect questions
- Topic: eating out in restaurants

Lead in to the activity by getting students to talk about eating out. Have students look at the business cards on the page. Ask them to imagine what kinds of food are served. Would they want to try any of these restaurants?

Ask students to describe what kinds of foods they like to eat. Do they prefer traditional dishes or modern fast food? What kinds of restaurants do they like to go to in order to get food they can't prepare at home? Do they like to go to more formal, sit-down restaurants where a waiter takes their order? Or do they frequent restaurants

where they pick up the food at a counter or along a buffet table? You may want to use indirect questions:

- *I was wondering what kinds of foods you like.*
- *Could you tell me what your favorite kinds of restaurants are?*

Students need to be familiar with the phrases that introduce questions. Indirect questions appear frequently in Parts 2 and 3, and in Parts 5 and 6. For Parts 5 and 6, they need to know the rule that in an indirect question the word order of the subject and verb of the original question is not inverted. Have the students determine the indirect question rule inductively by reading the examples in exercise A.

Exercise B provides Part 5 practice with the indirect question form. Exercise C consolidates the grammar point with a reading of exercise B. Have students brainstorm questions, both direct and indirect, that they would hear in a restaurant.

Answers

A

The order of the subject and the verb is inverted.

Direct question: verb + subject

Indirect question: subject + verb

B

- 1 Would you happen to know where **we can find** a good restaurant?
- 2 I was wondering if **you could make** a reservation for two, please.
- 3 Could you tell us how **the fish is** prepared?
- 4 I wonder what **today's dessert special is**.

AUDIOSCRIPT

C

- 1 Would you happen to know where we can find a good restaurant?
- 2 I was wondering if you could make a reservation for two, please.
- 3 Could you tell us how the fish is prepared?
- 4 I wonder what today's dessert special is.

Listening 2

Aims

- TOEIC® Part 2 practice: question / response
- Indirect questions

This Part 2 listening exercise further consolidates the indirect question forms covered in Grammar Check 2.

Students listen to a question and then hear three responses. They must choose the correct response. The incorrect responses use two types of distracters. They mistakenly refer to the polite question frame and not to the core questions. Or, they mistakenly refer to a similar-sounding word in the question. As in Snapshot, you may ask the students to identify the distracters:

1

Response A mistakenly refers to a word in the polite question frame *happen*.

Response B mistakenly refers to the words in the polite question frame *to know*.

2

Responses B and C misinterpret the word *show*.

3

Response A mistakenly refers to a word in the polite question frame *wonder*.

Response B misinterprets the word *wonder* for *won*.

Answers

- 1 C
- 2 A
- 3 C

AUDIOSCRIPT

1

Would you happen to know what time the café opens?

A No, I don't know what happened.

B Yes, we're aware of that.

C At quarter to twelve.

2

Could you please show me how to use these chopsticks?

A Gladly. You first have to learn how to hold them.

B Yes. We were all very pleased with the show.

C No. She hasn't been able to show her work.

3

I wonder if anyone would like to go out for a drink this evening.

A It's a wonder they're here.

B Nobody won this afternoon.

C We'd love to.

ACTIVE PRACTICE

Before you begin the Active Practice activity, brainstorm additional restaurant vocabulary with the class:

<i>to make a reservation</i>	<i>to book a table</i>
<i>a banquet room</i>	<i>a private room</i>
<i>waiter</i>	<i>waitress</i>
<i>chef</i>	<i>cook</i>
<i>steward</i>	<i>to order</i>

a menu	<i>à la carte</i>
today's special	<i>first course</i>
appetizer	<i>dessert</i>
main course	<i>beverage</i>
the check / the bill	<i>a tip</i>
dishes	

Have students imagine that they are planning a special dinner party for a friend or colleague. They should prepare a list of questions to ask the restaurant manager who is helping them organize the event. Half the students can play the role of a restaurant manager of one of the restaurants represented by the business cards reproduced in the Student's Book. The students can conduct their interviews in pairs.

Writing Practice

Write an email to a restaurant manager describing the dinner party arrangements that you would like to make.

OR

Write a restaurant review of your favorite place to eat.

Vocabulary Builder

Aims

- TOEIC® Part 6 practice: text completion
- Vocabulary development: present and past participles used as adjectives – *-ed* versus *-ing*
- Discussion: sports and games; competitiveness

Students often confuse present and past participles. TOEIC® Parts 5 and 6 test knowledge of *-ing* and *-ed* endings, particularly when these verb forms are used as adjectives. See the TOEIC® Tip for an example.

The paragraphs present a unique game called BrainBall™, which is the opposite of most games. The winner of BrainBall™ is the person who can remain the most relaxed by being the least interested in winning. Open this activity by asking students if they think they are competitive. What does it take to be a winner? Concentration, focus, drive? Do they always want to win? What would they think of a game where the least competitive person would win?

Answers

A

tired boring interested exciting
surprising relaxed interested
relaxed excited

B

- 1 relaxed
- 2 surprised
- 3 bored
- 4 tiring
- 5 interesting
- 6 exciting
- 7 relaxing

ACTIVE PRACTICE

This section involves pairwork with students interviewing each other about their interests in sports, games and other leisure activities. You may want to brainstorm a list of participle adjectives and write them on the board before doing the interviews.

Suggested adjectives:

<i>exciting</i>	<i>fatiguing</i>
<i>exhilarating</i>	<i>thrilling</i>
<i>stimulating</i>	<i>invigorating</i>
<i>engaging</i>	<i>refreshing</i>
<i>inspiring</i>	<i>fascinating</i>
<i>boring</i>	<i>uninteresting</i>
<i>uninspiring</i>	<i>tiring</i>

Have students give the complementary participle forms of each adjective:

exciting – *excited*

Encourage students to use as many of the adjectives as possible during the interviews.

Listening 3

Aims

- TOEIC® Part 3 practice: short conversations
- Listening for specific sport and leisure vocabulary

Exercise A is a brainstorming activity that is designed to activate and develop more specific sport and leisure vocabulary. The TOEIC® can feature questions that test students' knowledge of common sport and leisure activity vocabulary.

Have students work in pairs. Each pair can choose several of the listed leisure activities and write a list of words associated with each. Without telling the rest of the class what the activity is, they can then read out their list. The rest of the class has to guess which activity the keywords refer to. More advanced students can choose activities that are not listed in the Student's Book.

In exercise B, students practice identifying keywords and context clues that indicate what the speakers are talking about.

After they complete exercise B, have students read through the audioscripts. More advanced students can write and perform their own Part 3 dialogues. Ask the rest of the class to answer a few classic TOEIC®-style questions about the performed dialogues:

- Who is the speaker?
- Where does the conversation take place?
- What are they talking about?
- What do they plan to do?

etc.

Answers

B

	Keywords	Activity
1	tables with nets, paddles, balls	playing ping-pong
2	show, works, gallery, paintings, sculptures, catalog	going to art exhibitions
3	game, inning, home run, bases, hitter, fielder, bat	watching baseball
4	cuisine class, dessert and pastry course, restaurant	cooking
5	keys, classical, improvise, jazz	playing the piano

AUDIOSCRIPT

Man 1 I know a great place to play. The municipal recreation department has set up nice tables with nets in the park.

Man 2 Well, what about paddles and balls?

Man 1 We can rent paddles at the kiosk. We'll have to buy a few balls though.

2

Woman That was an amazing show. Over one hundred works in such a small gallery.

Man I found it very crowded. The paintings were hung so close together and the sculptures were packed into the corners.

Woman We should come back when there are less people. Until then you can read through the catalog that I bought on my way out.

3

Man How about that game last night! It sure was close in the last inning.

Woman You can say that again. If it weren't for Yuchiro's home run with bases loaded, we would have lost the game.

Man What a hitter! Not only is he a solid fielder, he can really swing a bat.

4

Man 1 Hey there. How've you been? Last time we met you had just signed up for an Italian cuisine class.

Man 2 Great to see you. Yeah. I've been taking my life-long hobby very seriously and just finished another six-month dessert and pastry course. It was fabulous!

Man 1 Wow. With all that experience, you'll have your own restaurant in no time!

5

Man What a fine rendition. That was terrific. So how long have you been playing?

Woman I started taking lessons when I turned five. So, counting the conservatory, that makes about 20 years that I've had my fingers on the keys.

Man Do you mostly play classical or sometimes improvise jazz?

Communication

Aim

- Speaking practice: presenting; discussing; negotiating

The students belong to a successful sales team that has been awarded a recreational outing. They must meet in order to choose which activity to do. Referring to ONE of the five activities in the Communication file, they must present an outing to the group, the outing's advantages, the time it will take and how much it will cost. By the end of the meeting, the group must choose one outing for the entire sales team.

For small classes, individuals can present one of the five outings. For larger classes, have students pair up or form small groups and prepare a presentation.

After the activity, ask students what other types of group outings they would enjoy participating in if they had the opportunity.

Writing Practice

Write an email to your sales team reporting on the results of your planning meeting.

OR

Imagine your ideal outing for a sales team and write up a brochure describing the activity.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

game middle

The men are in the *middle* of a *game* of chess.

Picture 2

help sticks

The walkers are using *sticks* to *help* them cross the river.

Picture 3

village behind

We can see the *village* *behind* the playing field.

Picture 4

outside couple

The *couple* is sitting *outside* at a table.

TOEIC® Speaking Test Practice SP4

You can use the following exercise to give students practice with Part 4 of the Speaking Test. Remind students that they will have 30 seconds to read the information. They will then hear a voice mail followed by three questions. They will have 15 seconds to respond to the first two questions and 30 seconds to respond to the last question. You should read out the voice mail and then the three questions. If you have recording equipment available you may choose to record your students' answers.

Civic Center May 22nd Asian Cooking demonstration

We are delighted to announce that three Asian chefs have agreed to host this year's annual cooking demonstration, which will be held at the center from 11 a.m. to 4 p.m. on May 22nd. Anna Mai will be showing

the audience how to prepare a "Banh Chung" which is a traditional rice dish from Vietnam. She will be accompanied by the well-known chefs Jim Lee from Korea and Takata Morita from Japan. Jim will be showing the audience how to prepare an authentic Korean barbecue and Takata will be demonstrating a traditional Japanese dessert "Daifuku". The event will be held in the Baltimore Room, which has a seating capacity of 120.

Read out the following voice mail and questions:

Hi

My name is Jack Vance. I am a journalist with the *Cooking Review* and I would like to write a short article about the cooking demonstration that you are organizing at the Civic Center on May 22nd. I know you have already invited the Vietnamese chef Anna Mai and that she will be giving a demonstration of traditional Vietnamese cooking. I wonder if you could answer a few other questions about the demonstration.

How many seats are there for members of the public?

How many dishes will be demonstrated?

Will any other chefs be taking part in the event? If so, what will they be preparing?

TOEIC® Writing Test Practice WR2

To practice for the second task on the Writing Test you can use the scenario from the Activity section. Once students have completed the role play, you can ask them to respond to the email below. Remind students that on the test they will only have 10 minutes to read and answer the email. In their email response they should not only provide the information requested but they should also make at least one request for information and ask at least one question.

								In
FROM:	Joshua Beahan							
TO:	Sales Team							
SUBJECT:	Sales Outing							
DATE SENT:	March 16th							
 Dear Team I am afraid that I will be unable to attend the meeting to select the outing to celebrate our achievement. Could you please forward a short description of the outing that was selected by the group? If you have any questions I will be happy to answer them. Best regards Joshua Beahan								

8 Money

Unit Focus

Banking Budgets Investment

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Money; personal finance	Part 1	15–25 mins
Listening 1	Household expenditure	Part 3	15–25 mins
Grammar Check 1	Talking about trends	Part 6	20–30 mins
Listening 2	MoneyTalk radio program	Part 2	10–15 mins
Vocabulary Builder	Phrasal verbs: two-part	Part 5	15–20 mins
Viewpoint	Cashflow 101 game	Part 7	20–30 mins
Grammar Check 2	Modals of possibility	Part 5	15–20 mins
Listening 3	The LETS story	Part 4	10 mins
Communication	Starting a LETS group		40 mins
		Total	2 hrs 40–3 hrs 35

Snapshot

Aims

- TOEIC® Part 1 practice: picture analysis
- Listening for specific information
- Vocabulary development: money; personal finance
- Discussion

Ask students to focus on the settings for these photos and to find the answers to the two questions in exercise A. The pictures show four situations involving money: using banking services, withdrawing money, money-changing, and printing national currencies. A brief description of each is given below.

Picture descriptions

Picture 1

This picture shows the front office of a local *branch of a bank*. The *bank teller* is speaking to a *client*, a *casually-dressed* young man, who is standing at the *counter* of the bank. She is giving him some information and gesturing at the same time. The teller is wearing a *business suit* and she has an *identification badge* on her left *lapel*. We can see another client in the background who is watching a small television screen. Beside the screen there is a slogan which reads: *Explore a world of financial possibility*.

Picture 2

This picture shows a group of people standing by two *Automated Teller Machines*. (ATMs are machines that clients with *bank cards* can use to *withdraw cash*.) The couple on the left are either preparing to withdraw cash or are *putting away* the cash that they have just *taken out*. On the right-hand side of the picture, there is a line of people who are *queuing up* to use the machines. Two young women are looking closely at the screen of an ATM.

Picture 3

The picture shows a *money changer*, who is seated with her back to the mirror, and a client who is *leaning* with his *elbows* on the *counter*. The woman is holding a wad of *banknotes* or *bills* in her uplifted left hand. She is *examining* one of the notes by holding it up to the light. In front of her she has a *calculator* and a roll of tape.

Picture 4

This picture shows an employee of the U.S. Federal reserve*, which is responsible for *printing* and distributing *paper money*. The woman is working in a *printing plant*. We can see *sheets* of freshly-printed *banknotes* on two *conveyor belts*, one in front and one behind her. She has taken several sheets which are *spread out* around her and she is *checking* them for printing errors. The sheets have not yet been cut into individual banknotes.

*Only coins are produced by the U.S. Mint.

Answers**A****Possible statements****Picture 1**

In the front office of a bank.

The bank teller is giving a customer some information.

A customer is making an enquiry.

Picture 2

Beside two Automated Teller Machines.

They are taking out / withdrawing money.

They are standing next to the machine.

They are waiting to take out / withdraw money.

Picture 3

In the office of a money changer.

The woman is holding up some banknotes.

She is inspecting some banknotes.

The customer is leaning on the counter.

He is holding some notes in his hands.

Picture 4

At the printing office of the Federal reserve (the government department that is responsible for printing new money).

The woman is checking sheets of newly-printed dollar bills.

The statements focus on the actions that are being performed in each picture. Remind students that in this section of the test they will often hear words that are synonyms of more common terms. Developing vocabulary by learning synonyms for simple actions will help them to recognize the correct answers. A suggested list of synonyms is given beside the answers below.

Answers**B and C**

Verb	Synonym
1 D assisting	helping
2 B withdrawing	taking out
3 A converting	changing, exchanging
4 C checking	inspecting, verifying, looking over

You may wish to hold a short discussion after completing the listening in exercise B. Focus the discussion on the practical side of money and banking and avoid talking about how people / students manage their finances, which will be dealt with later in the unit. Suggestions for additional discussion questions focusing on the practical aspects of banking and personal finances could include the following:

- How do people in your country generally pay for their purchases? (by card, by check or in cash?)

- What banking services do people use?
- When are the opening hours of banks?
- Have you ever had to change money into another currency?

AUDIOSCRIPT**B and C**

A He's converting some money into another currency.
 B They're withdrawing cash from an ATM.
 C She's checking some sheets of dollar bills.
 D The bank teller is assisting a customer.

Listening 1**Aims**

- TOEIC® Part 3 practice: short conversations
- Vocabulary development

In exercise A, students complete a diagram showing the main sources of expenditure for a typical U.S. household. You may want to pre-teach the following vocabulary:

footwear tuition mortgage utility bills tolls
 allowance club membership prescription medicine

Once students have completed A, you may want to ask how the diagram compares with their own sources of expenditure. You can ask simple questions:

- What are the main categories of expenditure for your household?
- How does your pattern of expenditure differ from that of a U.S. household?
- Are there any other items that you regularly spend money on, but which are not mentioned in the chart / diagram?

Answers**A**

footwear	7/8
vehicle insurance	1/2
school tuition	9/10
mortgage	3/4
utility bills	3/4
tolls	1/2
medical coverage	5/6
groceries	7/8
allowance	9/10
club membership	11/12
prescription medicine	5/6
concert tickets	11/12

Exercise B features four Part 3 dialogues where students are to identify the category of expenditure that they relate to. Ask students to focus first on the situations and to identify the keywords that allow them to identify the exact subject of the discussion in each case. An explanation of the context is given under the answers below.

Answers

B

1 transport

A couple are discussing the cost of the repairs that will be made to their car.

2 entertainment / leisure

A couple are talking about the cost of buying tickets for the opera.

3 housing

Two people are discussing the price of renting an apartment.

4 housing

Two people are discussing utility bills – the cost of electricity.

In exercise C, students are asked to identify vocabulary related to personal finance.

Other vocabulary that students may have difficulty with includes:

*brake (system) (1) vacate (3) sports complex (3)
switch (4) solar energy (4)*

Answers

C

charge, estimate, afford, rent

AUDIOSCRIPT

1

Woman The garage called this morning. They said they've found a problem with the brake system on the car, which means they're going to charge us more.

Man Did they give you an estimate?

Woman Around two hundred dollars, including labor.

2

Man Why don't we get tickets for the opera festival next week?

Woman Have you seen what they cost? There's no way we can afford that much.

Man I guess you're right. Maybe we should just go to a jazz concert instead.

3

Man I'm looking for a small two-bedroom apartment.

Woman Well, we have one that's just been vacated. It's on Jermyn Avenue near the new sports complex.

Man That sounds great. How much is the rent?

4

Woman Can you believe that electricity has gone up again?

Man I figure it's increased by almost seven percent since last year.

Woman Yeah. I'm seriously considering switching to solar energy.

TOEIC® Tip

This tip draws attention to some of the most common abbreviations that students may encounter on the test. The test does not include less common abbreviations, but you may want to point some of these out too.

Positions in a company hierarchy

CFO	Chief financial officer
COO	Chief operations officer
CIO	Chief information officer
VP	Vice-president

Businesses

Corp.	Corporation (company)
Ltd.	Limited (company)

Measurements

kg	kilogram
mph	miles per hour
kph	kilometers per hour

Countries and communities

US	United States of America
EU	European Union
UK	United Kingdom

International organizations

WTO	World Trade Organization
UN	United Nations
NGO	Non-governmental Organization

Grammar Check 1

Aims

- TOEIC® Part 6 practice: text completion
- Review of the language of trends: verb and noun forms; prepositions

This grammar section deals with the language that is used to describe trends and to talk about changes in levels or quantities over a period of time.

Many of the audio recordings, documents and questions on the test contain language that refers to trends.

Exercise A reviews the principal verbs that are used to express upward and downward movement in relation to numbers, figures and trends. You may want to point out some other verbs that are often used to express an extreme upward or downward movement.

Upward: *soar skyrocket shoot up surge*

Downward: *plummet collapse plunge*

It is a good idea to remind students that extreme trends are more usually referred to using the verbs in exercise A, followed by adverbs such as:

significantly slightly moderately

Answers

A

upward	downward
1 increase	1 lower
2 raise	2 reduce
3 grow	fall
go up	go down
rise	decrease
	drop
	decline

Students may find it difficult to use some of these verbs and not know which are transitive and which are intransitive. This is an area of grammar that is commonly tested on Parts 5 and 6. Explain that transitive verbs take an object and intransitive verbs do not. You can use the following examples:

Taxes rose by five percent. (intransitive)

The government raised taxes by five percent. (transitive)

Explain that the verbs in the list belong in three categories:

a verbs that can be used both transitively and intransitively:

*decrease increase grow**

b verbs that can only be used transitively:

raise lower reduce

c verbs that can only be used intransitively:

go up go down fall

rise drop decline

* The verb *grow* is usually considered to be intransitive, but in modern English usage it is often used in a transitive form.

Exercise B focuses on the noun forms that are associated with these verbs. All of the noun forms are identical to the verbs, except for the suffixed form *reduction*.

You should point out that these nouns are also very often qualified by the adjectives:
slight significant huge

Answers

B

noun forms

increase	decrease
raise	reduction
growth	fall
rise	drop

decline

In exercise C, students are asked to identify the prepositions *from* and *to* which are used to mark the beginning and end of a period. The preposition *by* is used to show the extent of a change.

Answers

- 1 from ... to
- 2 by (50%)

The bar chart and the graph in exercise D are presented to give students an opportunity to practice talking about trends. You can ask students to choose one and make a short summary of the trends that it illustrates. They can refer back to these charts and use them as models for the Active Practice activity at the end of the grammar section.

Answers

D

Bar chart illustrates downward trend.
Graph illustrates upward trend.

ACTIVE PRACTICE

Provide students with charts or graphs that you have clipped from a business magazine, or you can ask them to draw their own. If you choose to do the latter, make it clear to students that they can invent the figures in their chart. In both cases, before students give their commentaries, they should explain what it is that they will be describing, i.e.:

This chart shows the evolution of car sales during the first half of the year.

The TOEIC® Tip gives a list of words that are used to refer to numbers, figures and units.

Before students complete the text in exercise E, remind them that they will have to use a selection of nouns, verbs and prepositions.

Answers**E**

- 1 Reducing
- 2 fell / decreased / declined / went down / dropped
- 3 from ... to
- 4 rise / increase / grow / go up
- 5 increasing
- 6 raise / increase
- 7 has grown / has increased
- 8 by
- 9 reduction
- 10 increase

Extension Activity

Before doing this activity, you will need to prepare a selection of documents to use in class!

Put up a short list of numbers and figures from the documents you have prepared (see below for advice on how to do this) on the board. This should include a variety of types of numbers and figures, for example:

Prices:	\$2.75 <i>two dollars and seventy-five cents</i>
Numbers:	1.95 <i>one point nine five</i>
Percentages:	7.5% <i>seven point five percent</i>
Fractions:	$\frac{1}{2}$ <i>half, one third, one fourth, etc.</i>
Ratios:	1:3 <i>one in three</i>
Square and cubic numbers:	42 m ² <i>forty-two square meters</i> 13 m ³ <i>thirteen cubic meters</i>

Quickly review pronunciation and usage.

Ask students to form pairs. Distribute one of the authentic documents that you have prepared to each pair. The documents can be of different types: product descriptions, user instructions, short articles, publicity materials, etc. Each text should contain several numbers and / or figures. After giving the pairs five minutes to study their documents, write a number that appears in one of the documents on the board. The pair that has the document containing that number has to pronounce it correctly, then explain what it corresponds to in their document.

Listening 2**Aims**

- TOEIC® Part 2 practice: question / response
- Listening for specific information

Ask students to listen for specific vocabulary that will help them to identify which extract on the recording corresponds to each topic.

Answers**A**

1 the stock market	D
2 inheritance	E
3 retirement	C
4 selling a property	A
5 pay	B

In section B, students should listen for specific vocabulary related to income.

Answers**B**

appreciate, salary, raise, pension fund, stocks, invest, inherited, investment, return

Extension Activity

Ask students to form groups and to prepare answers to each of the questions. This can be done individually or in pairs. Once they have prepared the answers, students take it in turns to read a question for another student to answer.

AUDIOSCRIPT**A and B**

- A My home is already worth about 140,000 dollars. Would you advise me to sell it now or would it be better to wait for it to appreciate?
- B I've been at the same salary level for the last two years. How should I go about asking my boss for a raise?
- C Is there an annual limit on the amount of money I can put into my pension fund?
- D I'm interested in buying stocks. How should I choose which companies to invest in?
- E I recently inherited some money. What type of investment would give me the best return?

Vocabulary Builder

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Phrasal verbs: two-part

Questions that feature two-part phrasal verbs are often included in Parts 5 and 6 of the test. This exercise is designed to show the variety of phrasal verbs that can be generated by adding prepositions to some common verbs. For exercise C, students should be encouraged to find their own examples before consulting a dictionary.

Answers

A

1 broken down	had mechanical problems
2 carry out	make
3 take out	purchase
4 deal with	handle
5 go through	discuss / explain

B

1 take out	6 look up
2 took up	7 bring forward
3 work out	8 turned down
4 looks after	9 set out
5 bringing out	10 set up

C

check	out / up
come	down / forward / out
cut	down / out / up
fall	down / out
get	down / out / up
go	after / down / forward / out / up
look	after / down / forward (to) / out / up
make	out / up
pay	out / up
put	down / forward / out / up
run	after / down / out (of) / up
settle	down / up

Begin by discussing the lead-in questions in A. You can either pre-teach the following words or have students guess their meanings from the context after reading and answering the questions about the article:

to roll dice	wealth	to earn income
nine-to-five	pet-grooming	to play host
rat race	fast track	paycheck
real estate	leaky	.

Answers

B

- 1 d opened a restaurant
- 2 c leave the rat race
- 3 a salesman
- 4 c He left his job.

For more TOEIC® reading comprehension practice, students can work in pairs to prepare a multiple-choice question about one of the following aspects of the game.

- The number of players
- The duration of the game
- The people who play the game
- Why the game was created

They can then ask and answer each other's questions.

DISCUSSION

This discussion focuses on the question of whether or not games can provide people with lessons that they can apply to their own lives. You may want to use this discussion as an opportunity to discuss games that students play or have played and to ask them to state whether or not they actually learned anything from those experiences. You can refer to such popular games as Monopoly and you may wish to mention that this particular game is sometimes used in business schools in order to teach the concepts of business strategy.

The following photocopiable activity, The Money Quiz, can be distributed either as homework or used for an in-class activity which can be done individually, in pairs or in small groups.

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Discussion: Cashflow 101

This reading text is about Cashflow 101, a board game created by Robert Kiyosaki in order to help people to better understand and manage their personal finances. The article explains why the game has become so popular, and explains how it is played. It also gives a short profile of a Cashflow 101 player.

The Money Quiz

How good are you at managing your personal finances? Take the money quiz!

Note down your answers, then check with a partner to see how well you each handle your finances.

- 1 You see that the bank has made an error on your statement of 500 dollars in your favor. Are you most likely to:
 - a Say nothing and use the money?
 - b Inform your bank immediately?
 - c Put the money aside and wait?
- 2 A close friend asks you to lend them some money urgently? How do you react?
 - a Lend them the money immediately.
 - b Tell them that you don't have enough ready cash.
 - c Give them part of the amount and get them to agree on a repayment date.
- 3 When you go shopping, do you:
 - a Buy on impulse?
 - b Only shop for things that are already on your list?
 - c Occasionally let yourself be tempted to buy something you really don't need?
- 4 You win a large sum on the lottery. How would you like the money to be paid to you?
 - a Receive the money in installments.
 - b Receive all the money now.
 - c Receive half now and the rest in installments.
- 5 You have just bought a new mobile phone. What would you do with the old one?
 - a Give it to a friend.
 - b Sell it second hand.
 - c Keep it just in case.
- 6 You received an unexpected payment of 1,000 dollars six weeks ago. Where is the money now?
 - a Long gone.
 - b Invested in the stock market.
 - c In your checking account.
- 7 You've just taken out some money from an ATM. What do you do with the receipt?
 - a Leave it in the machine.
 - b Put it carefully into your wallet.
 - c Throw it away.
- 8 Your overdraft has reached its limit. What will you do?
 - a Borrow more money.
 - b Decide to reduce your budget.
 - c Get a weekend job.
- 9 How often do you meet with your bank advisor?
 - a Haven't met him / her so far.
 - b At least three times a year.
 - c Whenever he / she asks me to meet.

Calculate your score:

Give yourself: five points for every **b** answer
 three points for every **c** answer
 one point for every **a** answer

If you scored:

between 31 and 45

You have no difficulty in managing your finances. You are well organized and have the discipline to plan for the future and to adjust your spending when necessary. You know how to make your money work for you to maximum advantage.

between 16 and 30

You need to spend more time organizing your finances. It's only by calculating exactly how much money you have available and how much you can afford to spend that you will be able to avoid making decisions that will ultimately cost you.

between 1 and 15

You need to review your whole approach to dealing with money. Start with the basics and learn how to prepare a budget and record your expenditure. It may be best for you to seek professional advice about how best to do this.

Grammar Check 2

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Review of modal verbs

This grammar section explains how modal verbs are used to talk about the probability of something happening. You may need to review the use of modal verbs, or have students refer to pages 134 and 135 of the Grammar Reference section in the Student's Book.

Answers

A

1 b 2 a 3 c 4 a 5 a 6 c 7 a 8 b/c

B

1 b 2 a 3 a 4 a 5 a 6 b

Listening 3

Aims

- TOEIC® Part 4 practice: short talks
- Listening for specific information

The audio recording describes how the LETS system was created. Students have to listen for three specific pieces of information, then answer one general question, which helps them to develop the listening strategies required for this part of the TOEIC®. The information that students listen for also provides background facts to introduce the topic of the Communication activity.

Before continuing to the Communication activity, ask students if they have ever heard of any similar systems. In some European countries, similar trading networks exist such as the "sel" network in France. All of these systems replace cash with a unit that has no value outside the trading network. Ask students if they know (or can imagine) how the system works in practice.

Answers

- 1 Local Exchange Trading System
- 2 In Canada.
- 3 extremely successful
- 4 You exchange goods or services without using money.

AUDIOSCRIPT

LETS is the name of an open currency system which was invented by Cambridge University graduate, Michael Linton. Although the letters of LETS officially stand for "Local Exchange Trading System", the word LETS also

serves as an invitation to people to exchange their goods and services in a different way. Back in 1983, when he first came up with the idea, Michael was living on Vancouver Island in Canada. There he noticed that while the local community had significant resources and plenty of skills and products to offer, little trading was taking place. Why not? Simply because there wasn't enough money circulating to make that possible. The solution? Create a "virtual bank" where users can trade with each other using their own virtual money to supplement whatever "real" money they have available. How does it work? Nothing could be simpler. It's just like a normal bank – except that there are no buildings, no deposits, hardly any staff and absolutely no owners. But there is money and it does circulate, even though it's actually only virtual money. All the transactions, prices and conditions are negotiated directly between buyer and seller, and payment is made by check or online transfer. In most LETS systems, users can see the general state of the system accounts but details are private. However, in others where there are trust / distrust issues, all accounting can be made open to all users. Sounds simple and it is – which may well explain why today you can find LETS groups in over 38 countries around the globe.

Communication

Aim

- Speaking practice: negotiating

This activity has several stages and involves both group discussion and individual work, pairwork or group negotiation. There are several ways to manage the activity in class, which can be done:

- as one complete class with the teacher playing a central role
- in several interactive groups
- in paired groups

Whatever format is chosen, start the activity by giving a short briefing to the class to make sure that students understand exactly what they will be asked to do at each stage of the activity.

Explain that the class will be experimenting with a LETS-type system. Choose a name for the currency that will be used (i.e. one unit of currency equals one noodle).

Explain that each group (or individual participant, if done as a complete class) will need a clean sheet of paper on which to record the transactions that they will conduct.

This “balance sheet” should have two columns: one to record sales and one to record purchases. At the end of the activity, they will be able to use this document to calculate their credit or debit balance.

Make sure that you give students a time limit for each stage of the activity.

- Ten minutes to prepare and list the items for sale.
- Ten minutes to write up the complete list of items for sale on the board.
- Five minutes for groups (or individuals) to decide what items they would be interested in buying.
- Fifteen minutes to conduct negotiations between buyers and sellers.
- Ten minutes to calculate the balance of the transactions.

DISCUSSION

You can use the discussion section as an opportunity to conduct a short debriefing session in order to get students’ reactions to the LETS activity that they have just completed. What difficulties did they identify with the LETS system? How did they fix the prices at which they exchanged goods and services? You can then develop the discussion by having students consider how a LETS-type system would actually operate as an economic model. How practical do they think it would be to run a local economy with this system? What would happen if a group of people actually replaced all money with an exchange-based system? What are the limitations of an exchange-based system? You may want to finish by asking your students to conduct research on other exchange-based systems that exist in different parts of the world, for example Chiemgauer (Germany), SEL (France), Time banks (U.K.) and Ithaca (U.S.).

Writing Practice

You have decided to open a LETS group in your community. Write a short text explaining what this will involve and inviting people to an information session. Your text will be posted on noticeboards in your community.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher’s notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

lean *counter*

The student is *leaning* on the *counter*.

Picture 2

cash machines *use*

Many people are waiting to *use* the *cash machines*.

Picture 3

mirror *behind*

There is a large *mirror* *behind* the woman.

Picture 4

money *print*

The machines are *printing* *money*.

TOEIC® Speaking Test Practice SP3

You can use the following question to provide students with practice for the third part of the Speaking Test. You should remind students that they will not be given time to prepare their answers to the questions and will have no more than 15 seconds to answer the first two questions and 30 seconds to answer the last.

A market research company is conducting telephone interviews about credit cards. Answer the caller’s questions:

How often do you use your current credit card?

Do you use it to pay for small or large items?

What benefits would encourage you to change from your current card to a new one?

TOEIC® Writing Test Practice WR3

You may want to use the following question as practice for Part 3 of the the TOEIC® Writing Test. Remind students that they will have only 30 minutes to prepare and write a 300-word essay on the following subject:

Some people think that earning large sums of money is a top priority while others think that money is not the most important thing in life. What is your view?

9 Travel

Unit Focus

Tourism Transport Accommodation

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Taking a trip	Part 1	15–25 mins
Listening 1	Travel announcements	Part 4	25–35 mins
Grammar Check 1	The language of obligation	Part 6	25–35 mins
Listening 2	Airport enquiries	Part 3	20–30 mins
Vocabulary Builder	Adjectives and adverbs	Part 6	30 mins
Viewpoint	Eco-tourism	Part 7	30 mins
Grammar Check 2	Conditionals: negotiations	Part 5	30 mins
Listening 3	Conditionals: negotiations	Part 2	10 mins
Communication	Eco-tourism development		50 mins
		Total	3 hrs 55–4 hrs 35

Snapshot

Aims

- TOEIC® Part 1 practice: picture analysis – identifying settings, actions, objects
- Vocabulary development: travel and tourism
- Discussion

Unit 9 provides a good forum for classroom discussion. Students generally like to exchange travel stories and experiences. Begin this unit by asking them about their most recent trips.

- *How do you like to travel? By bus, train, car, plane, cruise ship?*
- *What would be your ideal vacation?*
- *Where would you go and how would you get there?*
- *What tourist activities do you most enjoy?*
- *Which ones do you avoid? What has been your best travel experience?*
- *What has been the worst?*

For larger classes, you can have students work in pairs, interviewing each other about their travel experiences and preferences.

The pictures present four travel and tourism-related scenes: clearing airport security, visiting a museum, riding in a taxi, checking in at an airport. Have the students first read through the list of eight situations and match each picture to a situation.

Extension Activity

In this unit, have individual or pairs of students write their own Part 1 statements for each of the pictures. Get them to imagine what kind of statements they might hear on the TOEIC®. Have students choose one photo and write two statements about it: one correct and the other incorrect. They can then read the statements out loud to their partners or to the class, who then have to identify which statement is the correct one.

You can also have them imagine what kind of conversation would take place in each of the pictured scenes and in the list of situations. Elicit their ideas by asking questions such as:

- *What would you say to a taxi cab driver if you wanted a ride?*
- *What do you say at an airport check-in counter?*
- *What do you say when registering at a hotel?*

With more advanced students, have them write and perform Part 3 conversations.

Picture descriptions

Picture 1

The scene takes place in an *airport security* area. The male *passenger* on the right is going through a *security screening* process. He has placed his *personal belongings* (a belt, watch, a cellular phone, keys, etc.) into the *plastic bins*, which will be sent through an *X-ray machine*. The *security officer* is handling a bin with a *carry-on bag*,

shoes, and possibly a coat. Sanitary gloves are hanging from the security officer's pocket.

Picture 2

This scene takes place in a *museum*. A group of three people are looking at a *sculpture* in a *sculpture gallery*. There are windows on either side of the gallery. One woman is wearing a small backpack. She is raising her arm, possibly pointing out some feature on the sculpture. The sculptures appear to be made of marble.

Picture 3

This scene takes place in the street. Two *tourists* are *riding* in the back of a three-wheeled motorized *taxi cab*. We can see the *driver* and the *passengers* clearly because the taxi does not have any doors.

Picture 4

This scene takes place at an *airport check-in counter*. The two airline check-in employees are standing behind the counter, *checking in* the *travelers* and *checking their luggage*. Between the two men on the left, there is a *suitcase* waiting to be checked. The two travelers on the right are checking in, showing their *plane tickets*, *ID* (*identification papers*) and possibly their *passports*, getting their *boarding passes* for the *airplane* with their *seat assignments*. A board behind the counter indicates the *flight numbers*, destinations, etc.

Possible statements

Picture 1

He's clearing airport security.
She's checking his carry-on items.
His belongings are in the bins.
Incorrect: He's buying items at the duty-free.

Picture 2

They're visiting an art museum.
They're looking at the sculptures.
They're in a sculpture gallery.
They're admiring the artwork.
Incorrect: She's painting a work of art.

Picture 3

They're taking a cab.
The taxi is driving down the street.
Two people are riding in the back of a taxi.
Incorrect: The taxi is parked in front of the hotel.

Picture 4

They're checking in at an airport.
They're waiting at the check-in counter.
Incorrect: They're waiting at the baggage claim.
Incorrect: They're driving to the airport.

Answers

B

- 1 clearing airport security
- 2 visiting a museum
- 3 taking a cab
- 4 checking in at an airport

Listening 1

Aims

- TOEIC® Part 4 practice: short talks
- Identifying settings, actions, objects

Students practice identifying the speaker and what type of announcement is being made in three travel and tourism-related settings: on a boat tour through a city, in a train station, on a ferry boat.

Announcement descriptions

- 1 The first announcement is a commentary made by a tour guide on a river boat cruise in a major city. The tour guide is pointing out the various monuments that the tourist can see as they travel along the river.
- 2 The second announcement, made in a European train station, is informing train passengers of delays due to mechanical errors (the signaling system is malfunctioning). Some train lines guarantee their passengers that the trains will arrive on time. If the trains are late, the passengers can receive money back if they fill out reimbursement claim forms.
- 3 This announcement is made on a large ferry boat, informing passengers of the two types of food and restaurant services on board. There is a self-service restaurant, where passengers pick up their own meals along a buffet line and bring their food to tables in a seating area. *The Wheelhouse* is a more formal, *à la carte* restaurant where waiters and / or waitresses take the diners' orders at their table.

Answers

A

- 1 1 C
2 E
3 H
- 2 1 B, D
2 A, F
3 C, E
- 3 1 On a tour boat, river cruise or ferry.
2 On a train.
3 On a cruise ship, ferry, or boat.

AUDIOSCRIPT**A**

- 1 Welcome aboard. Today's river cruise is scheduled to last one hour. During the first part of our journey we will be sailing upstream, along the south bank. This will take us through the heart of the old city and up to St Michael's Island where you will be able to admire the city's spectacular medieval cathedral. After that we will return downstream, along the north side of the river past The Museum of Modern Art, the Exhibition Center and the magnificent Royal Palace and gardens. Now if you look over to your right, you'll be able to make out the green roof of the City Hall ...
- 2 We regret to inform passengers that today's service to London Waterloo will be subject to delays due to a malfunction of the signaling systems. Our arrival time will now be 11:45, two hours later than scheduled. On behalf of Eurotrains we would like to apologize for the inconvenience and we would like to remind passengers that they are entitled to a partial refund of their fares on completion of the forms that our personnel will distribute on arrival at the station.
- 3 We would like to inform all passengers sailing with Sea / Ocean Ferries that our self-service and à la carte restaurants are now open for dining. Our self-service restaurant, which is located on B deck, offers a wide selection of local and international dishes. It closes at 11 p.m. Our à la carte restaurant, The Wheelhouse, is situated on the upper deck and offers a gourmet dining experience with spectacular sea views. Reservations will be accepted until 10 p.m.

ACTIVE PRACTICE

In this activity students describe a place they are particularly fond of and present the arguments they would use to persuade another person to visit it. This is a question type that is featured on Part 3 of the TOEIC® Speaking Test. You can either conduct the activity in class or use it as the basis of the following homework activity.

Ask students (either on their own or in pairs / small groups) to select a photo of one of their favorite places and to prepare a short description of it. They should bring a copy of the photo to class (either on paper or on a USB key, if projection equipment is available) and take it in turns to present the place they have selected. Remind them that they should not only describe the place but should also explain why they like it so much.

Grammar Check 1**Aims**

- TOEIC® Part 6 practice: text completion
- Language of obligation
- Discussion: traveling abroad; air travel requirements and restrictions

This grammar section presents verbs-of obligation, which are featured on all parts of the test (except Part 1). You may want to open the activity by asking students the following questions:

- *When you travel, what things do you have to do before you leave?*
- *What things must you do when you travel on an airplane?*
- *Do you need to do anything different when you travel to a foreign country?*

In exercise A, students identify the verbs of obligation, then group them according to their use. It is important that students understand the difference in meanings between the affirmative and the negative forms of each verb of obligation.

Before doing exercise B, it might be helpful to consult the Grammar Reference section on page 135 in the Student's Book.

In exercise B, students practice using the most common verbs of obligation that are featured in Part 6 by completing an instruction brochure for passengers.

Answers**A**

have to / require / need to / don't ... have to / must / must not

- 1 must, have to, require, need to
- 2 don't have to / need not
- 3 must not

B

- 1 need / require
- 2 must / have to / need to
- 3 don't have to
- 4 have to
- 5 must not
- 6 must / has to
- 7 must / have to
- 8 has to
- 9 required
- 10 need to / have to

Listening 2

Aims

- TOEIC® Part 3 practice: short conversations
- Discussion: modern airports; airport services

Travelers often have to spend a lot of time in airports, checking in, clearing airport security, and going through customs. Sometimes travelers have to wait several hours for lay-overs. Modern airports have responded by providing many services to travelers. Ask students if they can think of any airport services, for example: restaurants, cafés, newspaper and magazine shops, bookstores, gift shops, clothing stores, music shops, duty-free shopping, mail services, pharmacies, etc. Some airports have private gyms and fitness areas for travelers who want to get some exercise during a lay-over. Massage therapists have opened stands in some airports in order to offer back and shoulder massages to travel-weary passengers. In exercise A, students locate on the map where they would go if they needed to do a common travel-related activity or action. Students should be encouraged to read the phrases aloud. For example: *If I had to change some money, I would go to the bank.* These statements are also preparing students to revise the conditional forms in Grammar Check 2 on page 91 in the Student's Book.

Answers

A

- 1 change money 1 (bank)
- 2 register for flight 4 (check-in)
- 3 medical assistance 2 (medical office / first aid)
- 4 car rental 6 (car rental agency)
- 5 lost items 3 (lost and found)
- 6 find a hotel 5 (tourist information)

In exercise B, students listen to three dialogues and determine where they would take place in the airport. In the first, a traveler is requesting a recommendation for a hotel at the tourist information center. The second takes place at the airport's lost and found, where a traveler is asking about an address book that he may have misplaced at a telephone booth. In the third, a car rental agent is explaining the rental conditions to a traveler. Car rental agencies often offer rates that include unlimited mileage and various insurance options.

Answers

B

Location

- 1 tourist information (5)
- 2 lost and found (3)
- 3 car rental (6)

Enquiry

looking for a hotel
looking for a personal item
getting car rental information

Extension Activity

After listening to the recordings, students can improvise what the speakers would say next.

OR

Have pairs of students choose one of the places in an airport. They should imagine a situation and write a short dialogue for it. For example, one could work in a car rental agency and the other is a traveler. After they practice the dialogue, they can perform it for the other students, who must guess where the dialogue takes place.

AUDIOSCRIPT

B

1

Woman Could you recommend a nice hotel near the convention center?

Man Try the Hyatt Regency. It's only one stop from the conference center by subway.

Woman Oh, great. That's perfect.

2

Man Has anyone turned in a small black leather address book?

Woman Do you have any idea where you might have left it?

Man I'm not sure exactly, but I think it must have been at the telephone booth, next to the newsstand.

3

Man The basic charge is \$475 for one week.

Woman Does that include unlimited mileage?

Man Yes. But full insurance coverage is on top of that.

Vocabulary Builder

Aims

- TOEIC® Part 6 practice: text completion
- Vocabulary development: adjectives and adverbs; suffixes
- Discussion: conference facilities

This section presents an extended word family exercise involving adjectives and adverbs. TOEIC® Parts 5 and 6 often test a student's ability to recognize the correct adjectival or adverbial form of a word.

Students add suffixes to stem words to build adjectives in exercise A, then adverbs in exercise B. In exercise C, they practice Part 6 text completion and have to find the correct adjectival or adverbial forms of the words in brackets. The text is an advertisement for a hotel and conference center.

Make sure students understand that adjectives usually come before a noun. Adverbs can come before or after a verb, or before a noun or past participle or an adjective. You may wish to point out the following vocabulary in exercise C.

<i>venues</i>	<i>retreats</i>	<i>accommodations</i>
<i>furnishings</i>	<i>state-of-the-art</i>	<i>customize</i>

When you have finished correcting the exercise you may want to ask students to read through the text again and to identify all the other adjectives and adverbs that it contains.

Adjectives: *most easy luxurious finest full state-of-the-art multi-use main smaller latest available*

Adverbs: *ideally always truly*

If you have time you can ask students if they have ever attended a conference or seminar. What was the conference about? What facilities were available?

C

1 prestigious	6 exclusively
2 panoramic	7 professional
3 spacious	8 comfortably
4 complimentary	9 knowledgeable
5 recreational	10 effective

TOEIC® Tip

This tip points out some exceptions to the general rules presented in this section. Draw students' attention to the last example, in particular *hardly*. Students often mistake *hardly* as having the same meaning as the adjective / adverb *hard*. The meaning of the adjectival and adverbial forms of a word can radically differ. Other commonly confused words of this type are *nearly, pretty, fairly, barely, far*.

We hardly travel. = We rarely travel.

We nearly missed the train. = We almost missed the train (but we got on it).

The view is pretty unattractive. = The view is (somewhat) unattractive.

They are fairly strict about cancellations. = They are (somewhat) strict.

We barely have any space in this crowded hotel room. = We do not have very much space.

He took the photo far too close. = much too close

Answers**A**

1 careless	7 different
2 primary (primal)	8 republican
3 persuasive	9 electronic
4 reasonable	10 passionate
5 original	11 accessible
6 familiar	12 observant

B

1 careless	carelessly
2 primary	primarily
3 persuasive	persuasively
4 reasonable	reasonably
5 original	originally
6 familiar	familiarly
7 different	differently
8 republican	—
9 electronic	electronically
10 passionate	passionately
11 accessible	—
12 observant	—

Viewpoint**Aims**

- TOEIC® Part 7 practice: reading comprehension
- Topic: eco-tourism
- Discussion: alternative tourism

The Viewpoint establishes the context for the unit's Communication activity. The newspaper article presents an alternative type of tourism: eco-tourism.

Eco-tourism is one of the fastest-growing sectors of the international tourist industry. Travel agencies promote eco-tourism as environmentally and socially responsible travel. Eco-tourists visit relatively undisturbed natural areas in order to enjoy and appreciate nature and the local cultures and peoples. Eco-tourism projects share a four-point mission: to promote conservation of landscapes and cultures, to have low visitor impact, to actively involve local populations and to provide them with sustainable socio-economic benefits.

After students skim the article and answer the questions, you may want to point out the following adjectives and adverbs:

*nonprofit pristine to experience something firsthand
worthy causes environmentally conscious socially minded passionate lucrative*

You may want to ask the following questions:

- What adjective means "deserving respect, admiration or support"? (*worthy*)
- Can you define "socially minded" or "environmentally conscious"?
- Which word is the opposite of "nonprofit"? (*lucrative, profit-making*)
- What is a synonym of "pure", "unspoiled"? (*pristine*)

Answers

1 c
2 b

Ask students to read the cartoon. Ask:

- Why are the animals running away?
- Are there any problems or drawbacks with eco-tourism?
- What negative effects can tourism have on communities?

DISCUSSION

Have your students imagine how they might develop a volunteer vacation in their country, region, or local area. What specific environmental or social feature or issues in your country, region, or local area might interest people from other countries?

- Preservation of unique cultures?
- Animal protection?
- Re-forestation?
- Literacy?
- The desire to learn foreign languages?

Grammar Check 2

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Conditionals: zero, first, second
- Negotiating phrases

Conditional forms appear frequently in Parts 2–7 of the TOEIC®. You can introduce conditionals as two-part sentences that are most often *if ..., then ...* statements. (See the TOEIC® Tip for other forms of the conditional.)

In exercise A, students should first think about the differences in meaning – in terms of probability – between the three grammatical forms. Which conditional form expresses an event that generally occurs, a future event that is likely to happen, or a future event that is not likely to happen? Then, draw students' attention to the two parts of each example and to the conditional phrases (beginning with *If, When*) that "condition" or determine the main actions. Then ask them to identify the verb tenses in both parts of the sentences. Point out the three verb tense combinations:

- present simple with present simple
- present simple with future
- past simple with *would + present simple*

You may want to consult the Grammar Reference section on page 135 of the Student's Book with them to consolidate their understanding of these forms before doing exercise B.

Answers

A

a future event that is not likely to happen	3
a future event that is likely to happen	1
a general state that is always true	2

Verb tenses

1 present simple, future	1st conditional
2 present simple, present simple	0 conditional
3 past simple, <i>would + present simple</i>	2nd conditional

Exercise B provides Part 5 practice with zero, first and second conditionals within the context of a negotiation between a travel agent and a hotel manager. Point out that conditionals can take the form of statements and questions.

TOEIC® Tip

This tip introduces other words and phrases other than *if ..., then* that express conditions. For extra practice, you can ask students to rewrite sentences in exercise B by replacing the *if ..., then* phrase with *provided that, as long as*. Also make sure they understand *unless* and *in case of*. These two conditional forms often appear on the TOEIC®.

- *unless = except if*
We will go outside unless it rains. (... except if it rains.)
- *in case of = if there is a*
In case of emergency, please call the manager. (If there is an emergency, ...)

Answers**B**

1 requested	6 will / 'll be able to
2 includes	7 will / 'll give
3 would ... offer	8 doubled
4 will receive	9 will / 'll offer
5 occupy	

Listening 3**Aims**

- TOEIC® Part 2 practice: question / response
- Negotiation phrases

This section is a continuation of the negotiation in Grammar Check 2, but here students listen to four questions and must choose the correct response. After completing the exercise, ask students to identify the conditional phrases, sentences and questions in numbers 2–4.

Answers

1 B 2 B 3 A 4 B

AUDIOSCRIPT

- 1 Do you offer a shuttle service from the airport?
A Yes, 24-hour room service is available.
B We can arrange that for a small fee.
- 2 If one of our guests wanted to play golf, would you be able to arrange that for us?
A Yes, they want to.
B We could do that.
- 3 In the case of a cancellation, would you return our deposit?
A As long as you notify us at least 48 hours in advance.
B I'm sorry. No briefcases have been turned in.
- 4 What can we offer our clients if they're interested in eco-tourist activities?
A We're very interested.
B They can choose from a range of exciting options.

Extension Activity

Brainstorm hotel vocabulary with the class:

<i>make a reservation</i>	<i>book a room</i>
<i>a single room</i>	<i>a double room</i>
<i>a suite</i>	<i>a room with a view</i>
<i>receptionist</i>	<i>bellhop</i>
<i>concierge</i>	<i>front desk</i>
<i>room service</i>	<i>maid service</i>
<i>check-out time</i>	<i>wake-up call</i>

Have students work in pairs. One student plays a traveler who needs to book a room in a hotel. The other student plays a hotel receptionist. Have them prepare dialogues using the vocabulary. They can then perform them for the rest of the class.

Communication**Aims**

- Speaking practice: negotiating
- Skills focus: negotiations
- Discussion: eco-tourism

The negotiation involves an eco-tourism developer, an eco-tourism financial investor, a local community leader whose region will be the site of the eco-tourism development, and a non-governmental organization (NGO) representative, who is interested in seeing that a fair agreement is reached. Students should understand that their role cards indicate what terms they would *ideally* like to obtain. However, they will have to negotiate these terms and make compromises in order to reach an agreement since their colleagues' cards present different and conflicting information. Students should negotiate each item on the agenda. Tell them that they *must* come to an agreement by the end of the class period.

Give students 15 minutes or more to prepare their roles before they come together around the negotiating table. Remind them that the language of negotiation involves conditional phrases. The sentences in Grammar Check 2 provide good examples for the students to follow when preparing their Communication activity negotiations.

Here are some more examples:

- *If you allow too many visitors, then the site will be too commercial and it will lose all its pristine, natural beauty.*
- *If we received ten percent of the profits, then we would commit ourselves to a three-year contract.*
- *We will give you twenty percent of the profits provided that we limit the number of eco-tourists to thirty per month.*
- *We will sign a ten-year contract as long as we can have fifty percent of the profits.*

Writing Practice

Create an eco-tourism brochure, promoting your ideal eco-tour. Describe all the adventures that your clients will be able to experience.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

inside *pocket*

The man is taking something out of his *inside pocket*.

Picture 2

sculptures *display*

The *sculptures* are *displayed* in front of the windows.

Picture 3

passengers *back*

The two *passengers* are sitting in the *back*.

Picture 4

before *flight*

The people are checking in *before* their *flight*.

TOEIC® Speaking Test Practice SP6

You can use the following question as practice for Part 6 of the Speaking Test. Remind students that they only have 15 seconds to prepare their answer and 60 seconds to speak.

Some people think that tourism has negative effects on local communities and their environments. Others argue that tourism is a vital component of today's economy.

What is your opinion?

TOEIC® Writing Test Practice WR2

You can assign the exercise below as practice for the Writing Test. Remind students that they have 10 minutes to read and answer the email.

	<p style="margin: 0;">In</p> <hr/> <p>FROM: Ingrid Nolde, Customer Service Manager TO: Caribbean Cruise passengers SUBJECT: Feedback DATE SENT: July 15th</p> <hr/> <p>Dear Customer</p> <p>Thank you once again for having chosen WaveLine Cruises for your vacation and I hope that you enjoyed every moment of your trip with us to the Caribbean. After each cruise, we make a point of contacting all our passengers to ask them if they have any comments that they would like to pass on regarding the quality of the service and accommodation that they encountered on board. If there is anything that you were not entirely happy with, please take a moment to answer this email and to explain the reason for your dissatisfaction. That will allow us to maintain the high standards that WaveLine has always sought to achieve.</p> <p>Yours sincerely</p> <p>Ingrid Nolde</p>
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Review Test 3 Answer Key

Units 7–9

Listening Test

Part 1

Photographs

1 D The tables are outside on the *sidewalk* so (A) the people are not sitting indoors. (C) There is no *waiter* in the picture and (B) the restaurant terrace is not near a *pool*.

2 A The bank employee is a *teller* and she is *counting out* bills for a customer. (B) Although the individual counter space in a bank is called a *window*, the woman is not closing it. (C) The *teller* is a person, not a machine. (D) She's at the *counter*, but not *clearing* it.

3 B The man is hitting the ball back or *returning* the ball. (A) He's holding his *racket*, he has not *dropped* it. He's playing, not (C) *repairing the net* or (D) *waiting* for a court.

4 D The people are *standing* and waiting to recover their luggage at the *baggage claim*. (A) Their *plane* has arrived, so they cannot be *boarding*. (B) Their *bags* are already *packed*. (C) They are looking at the *carousel*, not at a *display*.

Part 2

Questions and responses

5 C The question *How much?* is asking about the cost of the fare, not (A) the method of payment (*How*). (B) answers the question *How far?*

6 B The question *How long?* is asking for the length of time to *transfer* money into the *account*. (A) The idiomatic expression to *take something into account* means "to consider something", and is not related to banking. (C) *Fifteen minutes* answers the question *How long does it take?*, but refers to public transport, not to a *bank transfer*.

7 B The speaker asks if the person has finished reimbursing (*paying off*) a real estate loan or *mortgage* which still has *six months* left. (A) includes the words *pay* and *more*, which could be confused with *mortgage*. (C) repeats the verb *paid off*, which means "to be successful" in this context, not "to reimburse".

8 A (A) is the appropriate response to the request that an item be added to the check or bill. (B) has the distracter *built*, not *bill*. (C) refers to the name *Bill*, not to a *bill*.

9 C The question is an invitation or suggestion to *play tennis*, which is accepted in this response. (A) *I'd prefer* expresses a choice, but not one related to a sport. (B) uses the words *run into* and *tenant*, which sound similar to *running* and *tennis* in the question.

10 C responds correctly to the choice of either a *window seat* or an *aisle seat*. (A) does not respond to the choice given and uses the distracter *I'll*, confusing it with the word *aisle*. (B) confuses seating in the context of air or train travel with a restaurant.

11 A The question asks about the normal opening hours of the *arts center*. (B) and (C) refer to *art supplies* and to an *artwork*.

12 A The tag question seeks agreement with the opinion expressed about the *tour guide*. (B) refers to *guidelines* or instructions, not to a *tour guide*. (C) mentions the word *tour*, but not *guide*.

13 C The indirect question requests information about *when* the *next ferry* leaves, so the answer *right now* is appropriate. (A) uses the words *happen* and *sail* in a different context to the question. (B) includes the homonym *sale*, but not *sail*.

Part 3

Short conversations

14 A She asks about taking a courtesy shuttle from the airport to the hotel. There is no mention of (B) or (D). The shuttle service departs from the (C) *Arrivals* area at the airport.

15 C The man confirms that the hotel *offers a courtesy shuttle* and then uses the possessive pronoun *our* to define the service: *our service runs ...*. Since he speaks as though he were part of the hotel, he would not work for (A), (B), or (D).

16 C The man says that the *service runs* or operates every *twenty minutes*. (A), (B), and (D) are simply not stated.

17 **B** The keywords: *pay for these items* and *register* indicate a *retail store*. Transactions like this would not be likely to occur in (A), (C), and (D). Banks (A) generally have their own ATMs and response (C) uses a distracter, drawing on the man's description of the ATM being *next to the library*.

18 **C** The woman cannot pay by credit card because the *machine* in the store *isn't working*. There is no mention of a (A) *damaged* or (D) *expired* card. (B) There is no indication that the *nearest ATM (Automated Teller Machine)* is *out of order* although she offers to get cash from one.

19 **C** The woman asks where the *nearest ATM (Automated Teller Machine)* is so that she can *take out some money*, not (D). She wants to *pay for* the items, not (A) *return* them. (A) uses the distracter *return*, which refers to her coming back to the register. She says she does not have her (B) *checkbook*.

Part 4
Short talks

20 **C** The announcement informs *air travelers* that a *flight* is ready to begin *boarding* prior to *departure*, so it wouldn't be made in (A) a *train station*. Only arriving passengers would be at (B) the *baggage claim*, and the *travelers* are not (D) *on board the plane* yet.

21 **C** The flight is *boarding* from Gate 3 which is where passengers are advised to *report to*. Other numbers given are (A) *forty-four* and (B) *thirty-two*, referring to rows of seats, and (D) *flight five-seventeen*.

22 **D** *Regulations limit* passengers to one *carry-on item*. There is no mention of (A) identification papers or cards. Passengers will (B) *board from the rear of the aircraft* and (C) are asked to have their *boarding passes ready to present*.

23 **B** The audio guide recording welcomes *visitors* to the *museum* and provides information about the *collections*, but is not reserved for use by (A) *tour guides* or (D) *gallery owners*. (C) Although the *instructions* mention the museum *staff*, the guide is not intended for *security staff*.

24 **D** The commentaries are about *paintings* in the *permanent collection*, not (C) *temporary exhibits*. The visit takes place in a museum, not in (B) a company or (A) around the city where *historical monuments* are located.

25 **B** The way to set the *volume* is by using the *arrow keys*, not (A) which is for *pause*. (C) and (D) refer to other procedures.

Reading Test

Part 5

Incomplete sentences

26 **D** In this context, *to take out* means "to obtain" (usually used for *money*, a *loan*). The other verbs have the following meanings: (A) "to assume control", (B) "to start a new activity", (C) "to leave the ground in an aircraft".

27 **C** Only an adverb can be used between a modal verb and the verb that follows it. (A) is either a verb or an adjective, (B) is a present participle (adjective) or a gerund (noun), and (D) is an adjective.

28 **C** The passive voice is formed by the auxiliary verb *to be* followed by the past participle (-ed form) of the main verb. (A) is a noun or an infinitive, (B) a present participle, and (D) the third person singular form of the present tense, or a plural noun.

29 **D** The relative pronoun *which* is the only one that can refer to an object (*system*). (A) *What* is not a relative pronoun, (B) *whom* refers to a person, and (C) *where* refers to a place.

30 **D** The second conditional *would take* requires the past simple in the *if* clause. (A) and (B) are the present simple tense, and (C) is a present participle.

31 **A** The passive voice can only be completed by the past participle form of the verb. (B) is the present participle, (C) is the noun form, and (D) is the third person singular form of the present simple.

32 **B** The preposition *by* indicates the degree or extent of the change. (A) indicates a position at a specific time, (C) indicates the initial position of a trend. (D) is incorrect.

33 **C** The sentence requires an adjective to describe the state or condition of the stadium which was full of people, or *crowded*. (A) cannot be used as an adjective. (B) is a noun or infinitive and (D) is a plural noun or the third person of the verb *crowd*.

34 **C** *Should* can be used in place of *if* in a first conditional sentence. None of the other modal forms (A / B / D) can be used in this way.

35 **B** The context *will be provided* indicates that no *special equipment* is necessary. (A) and (C) both refer to requirements. (D) cannot be used before an infinitive with *to*.

36 **B** The modal of possibility *can* is followed by the infinitive form without *to*. (A) is the complete infinitive form. (C) is the future form. (D) is the present simple form in the third person singular.

37 **D** In indirect questions, the word order of the second part of the sentence is in the affirmative form. (A) and (B) are in the inverted form. (C) A contraction would not be used to express an indirect question.

Part 6

Text completion

38 **C** The past participle form of the adjective correctly expresses how the person feels. (A) can only be a noun or a simple verb form. (B) is the present participle form of the adjective describing effect. (D) is an adverb.

39 **D** correctly completes the polite question form. (A), (B) and (C) are not used in this idiomatic form.

40 **C** The correct two-part phrasal verb is *check out* in the context of *leaving a hotel*. (A) *check up* generally refers to a regular medical examination. (B) *check over* refers to the act of examining. (D) *check with* means to consult with someone, to ask for his or her approval or permission.

41 **A** The standard noun for the time spent in a hotel or on vacation is *stay*. (B), (C), and (D) are not used in this way.

Part 7

Reading

42 **D** The letter accompanies a customer's new *credit card*. (A) The previous card has been *replaced*, but not because it was lost. (B) The customer is not new because their *current card* is about to *expire*. (C) The customer's *PIN* has not changed and is not communicated in the letter.

43 **A** This is the only *transaction* that is not mentioned in the letter and therefore we can assume that it cannot be *carried out*. Customers can use their bank cards to do (B), (C) and (D).

44 **C** The article states that *Pacific Asia* will become the *world's busiest region for air passenger transport* by 2025, overtaking or surpassing (A) *North America*. (B) *South Korea* is the country in which *Incheon Airport* is located. (D) *Japan* is mentioned but in reference to its location and status relative to other world economies.

45 **C** The airport is located *on what used to be part of the Pacific Ocean*, which means that it is built on a *landfill on the coast*, not (B) *inland*. It is *situated between two capitals*, not (A) *in the capital city*. *Far from residential areas* is not (D) *in the suburbs*.

46 **A** This can be inferred because *Incheon Airport* has received *two awards* for the *Best Airport Worldwide* based on *questionnaires completed by*

travelers. (B) The airport is *far from residential areas* and thus does not disturb *neighbors*. The article states that there have not been *complaints from sleepless neighbors*. (C) A *high-speed train connection* between the airport and Seoul will be installed to transport people to and from the airport. There is no indication that passengers prefer trains. (D) The airport is able to *operate twenty-four hours a day*.

47 **D** The word "burden" in the context of "*without the burden of noise complaints*" is closest in meaning to "*problem*". Incheon Airport does not have the *problem* of disturbing *residential areas*. (A) refers to how someone may *tolerate* or *manage* a problem, (B) refers to *the amount or extent of something that is permitted*, and (C) refers to *money received*.

48 **C** Rule one indicates that *applicants must be 18 years old or older*. This excludes (A), (B), and (D).

49 **B** Rule two states that *essays cannot exceed one thousand words in length*. (A), (C), and (D) are therefore incorrect.

50 **C** There is no mention of *applicants* having to *pay an entry fee*. Applicants must (B) *submit an application form* as stated in rule two. *Submissions* must be (A) *typed* and (D) *received by June 1* as stated in rule four.

AUDIOSCRIPT

Review Test 3 Units 7–9

Part 1

- 1 A The people are sitting indoors.
B Dinner is being served by the pool.
C The waiter is taking their orders.
D The tables are set up on the sidewalk.
- 2 A The teller's counting out the money.
B The woman is closing the window.
C The customer's using an automated teller machine.
D She's clearing the counter.
- 3 A He's dropped the racket.
B He's returning the ball.
C He's repairing the net.
D He's waiting for a court.
- 4 A The passengers are boarding the plane.
B They're packing their bags.
C The tourists are looking at the display.
D They're standing in the baggage claim area.

Part 2

5 How much is the one-way fare?
 A You can pay by credit card.
 B It's very far.
 C That depends when you travel.

6 Can you tell me how long it will take to transfer the funds to my account?
 A Yes. I've taken that into account.
 B You should be credited within the next three days.
 C It only takes fifteen minutes by subway.

7 Have you paid off your mortgage yet?
 A Yes, I know. I really should pay them more.
 B No. I still have six more months to go.
 C Our hard work has really paid off.

8 Could you put that on my bill, please?
 A Certainly. If you'd just sign the check.
 B Actually, I built it myself.
 C I'm sorry but Bill is not on duty today.

9 Are you going running this afternoon or would you rather play tennis?
 A I'd prefer not to arrive too late.
 B Unfortunately, we've run into a few problems with the new tenant.
 C Sounds like fun. I'll meet you down at the court, say, around three.

10 Would you like a window or an aisle seat?
 A I'll get one for both of us.
 B A table for four, please.
 C Either is fine with me.

11 Isn't the art center open on Mondays?
 A It usually is, but they're setting up a special exhibition this week.
 B Yes, the registration fee covers all art supplies.
 C No, I sent her the artwork on Tuesday.

12 The tour guide was outstanding, don't you think?
 A Her comments were both entertaining and informative.
 B Yes. The guidelines seem to be very complete.
 C Well, I think the next tour starts in an hour.

13 Would you happen to know when the next ferry sails to the mainland?
 A It happened when they were sailing.
 B Our entire stock goes on sale tomorrow.
 C It's boarding right now from Dock 5.

Part 3**Questions 14 through 16**

Woman Does the hotel offer a courtesy shuttle from the airport?

Man Yes, we do. Pick-up is from Arrivals at Terminal 1.

Woman Could you reserve us three places? Our flight gets in at 2 p.m.

Man There's no need for that. There's plenty of room on board and our service runs every twenty minutes.

Questions 17 through 19

Woman I'd like to pay for these items by credit card.

Man I'm afraid I can't accept credit cards today because our machine isn't working. Can you pay by cash or check?

Woman I don't have a checkbook with me, but I can go to the nearest ATM and take out some money.

Man There's one right across the street, next to the library. I'll keep your things here at the register until you return.

Part 4**Questions 20 through 22**

Flight five-seventeen to Houston will now begin boarding from gate three. As we will be boarding from the rear of the aircraft, we ask passengers sitting in rows forty-four to thirty-two to report to gate three immediately. Please have your boarding passes ready to present to airline personnel. Passengers are reminded that federal regulations currently limit air travelers to one carry-on item per passenger.

Questions 23 through 25

Welcome to the Museum of Modern Art and thank you for choosing our audio guide to accompany you on your visit. The audio guide provides commentaries about some of the paintings in our permanent collection. Before you start your visit please listen carefully to the following instructions.

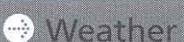
Beside selected paintings, there is a white sticker with a corresponding audio guide number. To hear a commentary, enter the number displayed next to the painting. If you wish to interrupt the recording, you can press the red pause button. To restart, push the green play button. Use the arrow keys to set the volume.

Should you have any questions about the audio guide or if you experience difficulties using it, please ask the staff to help you.

Before leaving the gallery, please remember to return your audio guide to our staff. We hope that you will enjoy the museum collections.

10 Environment

Unit Focus



Weather



Natural Resources



Architecture

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Environments and living spaces	Part 1	15–25 mins
Listening 1	The weather	Part 4	15–25mins
Grammar Check 1	Indirect speech	Part 6	30–40 mins
Viewpoint	City limits	Parts 6 / 7	40 mins
Grammar Check 2	Reporting verbs	Part 3	10–20 mins
Listening 2	Reporting conversations	Part 3	10–15 mins
Vocabulary Builder	Idiomatic expressions 2: <i>make</i> and <i>do</i>	Part 6	15–25 mins
Listening 3	Living spaces for the future: Freedom Ship	Part 2	15–25mins
Communication	Winds of change		40 mins
		Total	3 hrs 10–4 hrs 15

Snapshot

Aims

- TOEIC® Part 1 practice: picture analysis
- Vocabulary development: environments / living spaces
- Discussion

The pictures in this section present four different environments: rural, urban, industrial and residential, which familiarize students with a particular type of picture that is often used in Part 1: landscapes, buildings and other exterior spaces. Students should identify the elements in the picture and describe their positions in relation to each other. For exercise A, a list of suggested keywords is provided opposite. The photos can also be used as a basis for a short discussion after students have completed listening exercise B. They can reflect on how the different environments shown in the pictures might affect the lifestyles of people living there. Students can also compare these environments with the places where they live and point out some of the differences.

Picture descriptions

Picture 1

The picture shows an area of *farmland* where some *cattle* are *grazing*. In the background, we can see a *petroleum refinery* with *industrial installations* and a tower with flames coming out.

Picture 2

This is a picture of a *residential street* in Argentina. It shows a group of small *homes* and *apartments*. The *houses* are built with *wood* and have three *stories*. The house in the center of the picture has two *balconies*, one above the other.

Picture 3

The picture is of a city center. A *multi-lane freeway* can be seen in the foreground, with an *overpass* leading towards the *high-rise buildings* in the background.

Picture 4

The picture shows a small *one-story cottage* on the *coast*. The building is isolated and there are no other *dwellings* / *habitations* nearby. There is very little *vegetation* and the *land* is not cultivated.

Answers

A

Suggested vocabulary

Picture 1	cattle, field, refinery, farmland, flame, smoke
Picture 2	house, balcony, window, rooftop, wall, story, facade
Picture 3	skyscraper, freeway, traffic, vehicle, building
Picture 4	cottage, coast, coastline, shore, sea, wave

B

Statement A inaccurate
 Statement B accurate
 Statement C accurate
 Statement D inaccurate
 Statement E accurate
 Statement F inaccurate
 Statement G inaccurate
 Statement H accurate

*clear skies
 rainy periods
 light rain
 drizzle
 thick fog
 mist
 light / moderate winds
 heavy snow
 snowstorms
 high / low pressure
 high / low temperatures
 warm / cold spell*

AUDIOSCRIPT

B

A Palm trees grow along the coast.
 B The cottage overlooks the sea.
 C The freeway runs past the skyscrapers.
 D The high-rise buildings are on opposite sides of the river.
 E Cattle are grazing in a field next to the refinery.
 F The farmland is being plowed for planting.
 G The laundry is hanging from the balcony.
 H The houses are only three stories high.

TOEIC® Tip

This tip focuses on how Part 1 statements are sometimes worded to distract attention from the correct answer by including statements that are partially true. Students should be aware of this and should expect to hear potentially confusing statements to choose from on this part of the test.

Answers**TOEIC® Tip**

Words referred to in different contexts are:

A coast
 D high-rise buildings
 G laundry, balcony

Listening 1**Aims**

- TOEIC® Part 4 practice: short talks
- Vocabulary development / acquisition
- Discussion

Exercises A and B provide practice with Part 4 listening and introduce the vocabulary related to meteorology and weather forecasting. The selection of weather symbols presented in B is not exhaustive. You may want to add to this by referring to other terms and to other adjectives that could be used to talk about weather conditions such as:

In exercise C, you may wish to draw attention to the following vocabulary items:

prolonged mild weather front weather office gusting

Point out that temperatures can be referred to in either Celsius / Centigrade or Fahrenheit degrees.

DISCUSSION

This section can be used to activate the vocabulary by asking students to talk about the weather in their home countries.

Extension Activity

You may wish to bring in a selection of weather maps, clipped from newspapers (ideally these maps should be for different seasons). You can distribute these to students in pairs and ask them to prepare a transcript of the weather report for a particular region. Alternatively, this can be done as a homework assignment.

Answers**B**

2 bright sunshine
 4 overcast skies
 1 sunny intervals with scattered showers
 5 heavy rain
 6 fog
 3 thunderstorms
 9 strong winds
 7 moderate snowfall
 8 high pressure
 10 mild temperatures

C

Germany / France	5	heavy rain
the Swiss Alps	7	snow
London	10	46°
Western Austria	9	strong winds
Spain and Portugal	8	high pressure
the Mediterranean	2	bright sunshine
the Black Sea	3	thunderstorms

AUDIOSCRIPT**C**

Welcome to the European weather forecast for Friday September 7th. Well, there's certainly been a lot of wet weather around for most of northern Europe over the last few days and that looks set to continue over the weekend. We have an area of low pressure moving across from southern England into continental Europe and that's bringing some very heavy rain indeed. So, much of Germany and France can expect prolonged rain during today and tomorrow which will be falling as light snow at higher altitudes as it moves through to the Swiss Alps. Temperatures quite mild but slightly below the seasonal average; around 46 degrees in London but definitely a little warmer in Brussels with 50 degrees. That weather front is also bringing strong winds with it and the weather office has issued a storm warning for western Austria where winds are expected to be gusting at over 120 kilometers per hour. A very different picture in southern Europe where high pressure over central Spain and Portugal is creating some unusually warm weather for this time of year. Bright sunshine over most of the Mediterranean with temperatures well up in the seventies in Lisbon and an expected high of 75 degrees in Barcelona later today. Moving further east to Turkey. Mostly overcast in this part of the continent but there is a risk of some thunderstorms around the Black Sea coast.

Grammar Check 1**Aims**

- TOEIC® Part 6 practice: text completion
- Review of indirect speech

This grammar section presents the rules for the use of indirect speech. Reported statements are featured on all parts of the test (except Part 1). In exercise C, students practice identifying the most common forms of reported speech. The TOEIC® Tip reinforces student awareness of this. Before students complete the Active Practice section, you may need to give them assistance with the preparation of appropriate questions. If necessary, they can refer to the Grammar Reference section on page 129 of the Student's Book for help with question forms.

Answers**C**

1 said	5 to say
2 asked	6 told
3 would	7 saying
4 told	8 had

With more advanced groups you may want to explain that the rules of reported speech are sometimes more flexible than some grammar books make out. Explain that when we report something that someone has said we do not necessarily have to use a past tense. You may want to give some sample sentences:

If Jane says "I will meet you at ten." then this sentence could be reported as either:

She said she would meet us at ten.

or as:

She says she'll meet us at ten.

ACTIVE PRACTICE

Some suggested questions for the questionnaire are given below.

- *Do you believe that climate change will have a direct effect on your life? (If so, how?)*
- *Have you already made any modifications to your lifestyle or behavior that could help to reduce global warming? (If so, what?)*
- *What measures would you be willing to take to reduce the threat?*
- *Would you be prepared to pay more for gas or for air travel?*
- *What factors do you think are mainly responsible for climate change?*
- *What do you think will be the most serious consequences of climate change?*

Viewpoint**Aims**

- TOEIC® Part 6 practice: text completion
- TOEIC® Part 7 practice: reading comprehension
- Discussion: urban sprawl

This newspaper article presents a Part 7 reading text which summarizes the results of a Worldwatch survey of the impact of urban sprawl on the quality of life. It draws attention to the deterioration of living conditions in urban environments due to urbanization and the increase in vehicle traffic and car-related infrastructures such as surfaced roads and parking lots.

Worldwatch is a non-profit organization that publishes research on a number of environmental issues. You can obtain further information about Worldwatch from their website at www.worldwatch.org.

For the discussion questions in A, focus students' attention on how the capital cities of their countries have evolved in recent years. You will be able to refer back to this at the end of the Viewpoint section by asking students if they consider that the problems mentioned in the article are also present in their capital cities. The final question in the Discussion section focuses on the complex issue of how to find solutions to improve the lives of city dwellers. You can extend this discussion into a debate and ask students to present the arguments for and against having car-less cities.

Once students have completed exercise B, focus attention on the word *sprawling* in the last sentence of the first paragraph. Ask them if they know the meaning of this word. Do they think it is an important word to know in order to understand the sentence? You can then write on the board the four definitions below, taken from the *Cambridge Advanced Learners Dictionary*, or have students look up the word *sprawl* in their own dictionaries.

- 1 sprawl (CITY) *v* [I usually + adv or prep] *disapproving* (esp. of a city) to cover a large area of land with buildings which have been added at different times so that it looks untidy
- 2 sprawl *n* [C usually sing] *disapproving* the urban sprawl of south Florida
- 3 sprawl (BODY) *v* [I] *disapproving* to spread the arms and legs out carelessly and untidily while sitting or lying down
- 4 sprawl *n* [U] *disapproving*

Ask students to identify the definition that is appropriate in the context of the sentence. If you have dictionaries available, you may want to do further dictionary work as preparation for the reading. You can do this by giving one of the following words to a pair or group of students:

concern shift transit

Students should check the meaning of the word they have been given in the dictionary. Each group can then present the various possible definitions for their word. The class as a whole has to decide which definition is the most appropriate in the context of the article.

Other vocabulary items that students may find difficult could include the following terms:

clogged cut short deprive dwellers de-emphasizing busways re-zoned thoroughfares

Answers

B

1 global warming	6 air pollution
2 urban areas	7 parking lots
3 road transportation	8 Recent research
4 carbon emissions	9 traffic accidents
5 new technologies	10 physical exercise

C

- 1 wind turbines – new technologies – urban design – parks
- 2 air pollution – clogged roads – deteriorating neighborhoods – traffic accidents – illness

D

- 1 up to 1 million
- 2 China
- 3 carbon emissions could exceed 1 billion tons
- 4 Curitiba

The following comprehension questions provide additional practice for Part 7.

- Which country will have a population of over 752 million people?
- How many lives are lost every year as a result of air pollution?

Grammar Check 2

Aims

- TOEIC® Part 3 practice: short conversations
- Review of reporting verbs

This grammar section presents another aspect of indirect speech: the use of reporting verbs. This is a complex area of grammar, but one that is particularly important for the test as it is often featured in questions in Parts 3 and 4. It is important that students understand that when people are reporting what has been said, they tend to paraphrase rather than give the exact words that were used by the speaker or speakers. In terms of grammar, the difficulty is that reporting verbs are not all used in the same way.

Answers

Type a: admit to, (dis)agree with, apologize for, complain about

Type b: promise*, advise*, (dis)agree, claim*, instruct*, invite*

Type c: admit, promise, advise, (dis)agree, announce, claim, complain, confirm, propose, predict, warn*

*All of these verbs can be followed by a direct object, i.e. *us / them* etc. before the infinitive or the *that* phrase.
They advised us to take warm clothing.
They promised us that they would be on time.

Listening 2

Aims

- TOEIC® Part 3 practice: short conversations
- Vocabulary development: reporting verbs

This Part 3 listening activity focuses on how conversations are summarized by using verbs of this type.

Answers

- 1 The man warned that the bus drivers would go on strike.
- 2 The woman invited the man to join the car pool.
- 3 The man advised the woman to take some warm clothing.
- 4 The woman apologized to the man for changing the appointment.

AUDIOSCRIPT

1

Man I've just been looking at the figures that the mayor announced for the new city budget.

Woman I heard the interview he gave on the radio. I can't believe that he's going to cut the mass transit budget again.

Man Me neither. He's really asking for trouble by doing that. I wouldn't be surprised if the bus drivers decide to go on strike.

2

Woman Would you be interested in joining our car pool?

Man Why not? Sounds like a good idea. How does it work?

Woman Well, we each take turns driving. So you'd only have to use your car once a week.

3

Man Are you going to be home this weekend?

Woman No actually, we're planning to go hiking, up in the mountains.

Man Well, make sure you take some warm clothing. The weather report said there will be frost on Saturday.

Woman Don't worry. We've got everything we need.

4

Woman I'm calling about the appointment that we made for you to visit the three-bedroom apartment on Central Avenue.

Man That's tomorrow at ten, right?

Woman Well, I'm very sorry but I'm afraid we'll have to switch that to another date. The owner has just told me he won't be available then.

Vocabulary Builder

Aims

- TOEIC® Part 6 practice: text completion
- Review of idiomatic expressions 2: *make* and *do*

The vocabulary exercise explains the idiomatic uses of the verbs *do* and *make* and presents a selection of the collocations that are used with the two verbs.

You may wish to point out the following vocabulary in exercise B:

array sensors devices vacuum cleaning
robotic servants home computer system
smart utensils sink

If you have time, you may want to finish by asking students to describe the types of household chores that they do at home. Do they use machines to help them to do these? Would they like to live in a fully automated house?

Answers

A

- 1 make
- 2 do
- 3 do
- 4 make
- 5 do (carry out) / make (create)
- 6 make
- 7 do
- 8 make
- 9 do or make a deal / do business
- 10 make
- 11 make
- 12 make

B

- 1 make ... change
- 2 making use
- 3 do ... work
- 4 make ... easy / possible
- 5 doing ... housework / cooking / ironing
- 6 doing ... programming
- 7 do ... rest
- 8 doing ... damage
- 9 do ... shopping
- 10 make ... most
- 11 made ... miscalculations / mistakes / errors

Listening 3

Aims

- TOEIC® Part 2 practice: question / response
- Listening for specific information
- Discussion

This section presents a listening activity where students have to complete the question forms, then match these with the appropriate responses on the audioscript. The subject of the recording is the Freedom Ship, a project to build a floating city where people will be able to live outside national territorial waters.

Answers

A

1 When 2 What 3 How much / What 4 What
5 Which / How many 6 How 7 What 8 How many

B

1 B 2 G 3 F 4 H 5 C 6 D 7 E 8 A

AUDIOSCRIPT

B

A Well, there should be about 100,000 on board at any one time but only 40,000 of them will actually be residents. There will also be a crew of 20,000 and the rest will be visitors.

B The construction phase hasn't actually started yet. But some specialists are suggesting that it could be launched within three years.

C Well there's really no limit on where it can go. So probably it will travel regularly around the world, calling at many of the major cities with seaports.

D It'll have a fully operational airport on the top deck – so planes will be able to fly in and out rather like on an aircraft carrier. And there will also be a marina so that smaller ships can dock with it.

E It's been designed as a city not just as a ship. So you'll have a full range of commercial activities going on inside with trade centers and so on – just like in any normal city. And, of course, you'll have schools for the children who are living on board and a fully-equipped hospital.

F There's a whole selection of real estate investment opportunities. These range from luxury suites to much more simple "living units". The starting price should be about 180,000 dollars and the top price will probably be around 40 million dollars.

G It's a project that's attracting a lot of interest from potential residents, and that group includes not only people who are looking for a secure environment for

their retirement but also business people who are interested in living and working in a city that's not part of any one nation.

H I think that convenience is certainly one of the main factors. The idea is that this will be like a compact city and you'll have everything you need within easy reach. So there will be no need to take public transportation and, of course, the weather is another factor. The ship will be able to position itself in warm weather all year round – and that's certainly a major advantage.

DISCUSSION

The question asks students to give their reactions to this project and to talk about whether or not they would choose to live in an environment like this. You may want to extend this activity and include discussion of *gated communities*. These are residential areas with restricted access for non-residents. You can ask students whether they think it is acceptable for groups of affluent people to live together in relative luxury with little or no contact with other sections of the population.

Communication

Aim

- Speaking practice: presenting arguments and counter-arguments

The Communication activity focuses on a case study of the project to build a wind farm off the coast of Cape Cod in New England. You may want to make a brief introduction to the subject by referring to other projects to develop wind energy. Ask students if they know of projects to develop this kind of alternative energy supply in their countries. How would they react if a wind farm were proposed for the area where they live? You may wish to point out the following vocabulary items:

maritime heritage dunes sought-after offshore

Writing Practice

Students can prepare a short article for the local newspaper, summarizing the points of view that were expressed at the discussion forum.

OR

They can present a written summary of what happened, to be included in a newsletter that will be communicated to the supporters of the group that they represented during the discussion.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your speakers can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

middle plant

The industrial *plant* is in the *middle* of the countryside.

Picture 2

bright colors

The houses are all painted in *bright colors*.

Picture 3

buildings freeway

The *buildings* are surrounded by a *freeway*.

Picture 4

cottage wall

There is a stone *wall* around the *cottage*.

TOEIC® Speaking Test Practice SP4

You can use the following exercise to give students practice with Part 4 of the Speaking Test. Remind students that they will have 30 seconds to read the information. They will then hear three questions and will have 15 seconds to respond to the first two questions and 30 seconds to respond to the last question. You should read out the voice mail and then the three questions to the students. If you have recording equipment available you may choose to record your students' answers.

Environmental Award

The Forrester Foundation is proud to announce that it is inviting applications for its annual Environmental Achievement award. All entrants must be registered

businesses or associations and must provide the following:

- A completed entry form – this can be downloaded from our site.
- A 500-word summary explaining the environmental benefit(s) of the product or service.
- Relevant documentation in the form of photographs, articles, research data, patent applications, etc.

Please note that the deadline for this year's competition has been extended by two weeks and all entries must now be submitted by October 15.

The jury will be composed of senior research professors from the faculty of environmental science of the University of Hartford.

The winning entry will receive a cash prize of \$10,000 and will be given advertising space free of charge on the Foundation's website and in the Foundation's monthly magazine for a period of one year.

Read out the following voice mail and questions:

Hi

I have just realized that the date for submitting our application for the environmental achievement award is coming pretty soon. As far as I remember, we have to submit a full description of the product that we would like to enter for the competition by email before the end of September. Could you check the details on the Forrester Foundation's website and leave me a message with the answers to the following questions?

What is the deadline for submitting our application?

Who will be judging the competition?

I heard that this year the winner will also receive an interest-free loan and free advertising on the Foundation's website, is that right?

TOEIC® Writing Test Practice WR3

You may want to use the subject of environmental protection as practice for the third task on the TOEIC® Writing Test. Remind students that they will have only 30 minutes to prepare and write a 300-word essay on the following subject:

Using wind towers to generate electricity can provide communities with environmentally-friendly energy sources. However, some people are opposed to wind farms especially when they are located in areas of natural beauty. What is your attitude to wind farms? Are you in favor or against them? Give your opinions.

11 Health

Unit Focus

Nutrition Medicine Fitness

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Body positions	Part 1	15–20 mins
Grammar Check 1	Gerund and infinitive forms	Part 6	20–30 mins
Listening 1	Health professionals	Part 3	25–35 mins
Viewpoint	Living the longer life	Part 7	25–35 mins
Listening 2	The United Okinawa Association: radio announcement	Part 4	20–30 mins
Grammar Check 2	Third conditional	Part 6	25–35 mins
Listening 3	Giving advice / making suggestions	Part 2	20–30 mins
Vocabulary Builder	Phrasal verbs 2: three-part		20–30 mins
Communication	Keeping the company healthy		40 mins
		Total	3 hrs 30–4 hrs 45

Snapshot

Aims

- TOEIC® Part 1 practice: identifying actions and body positions in pictures
- Vocabulary: body movements and positions

The pictures present four scenes related to health and the medical profession: a doctor examining a patient, relief workers giving food to a woman, three people practicing tai chi (the ancient art of Chinese exercise), and a physical therapist working with a patient. Some TOEIC® Part 1 photos require students to be able to identify body positions and movements. A correct statement on Part 1 could be: *The worker is bending over to pick up the tool*. In this Snapshot, students are asked to identify the actions and body positions from the list provided. You might also want to teach other verbs that describe body positions and movements: *lifting, folding, twisting, turning, raising, pointing, touching, grasping, handing*, etc.

Picture descriptions

Picture 1

In this picture, a *doctor* is examining a *patient*. They are in an *examination room* in a *medical clinic* or in a *hospital*. The doctor is *leaning* forward and holding a *stethoscope* to the patient's *chest* in order to listen to his

heartbeat and *breathing*. The doctor is wearing a white medical coat and glasses. The patient is sitting, looking downwards with his shirt unbuttoned.

Picture 2

In this picture, there are several *relief aid workers* who are all wearing white shirts with red crosses on them. They are *distributing* food from the back of a vehicle. One relief worker is *handing* food to a woman who is *bending* over slightly and looking down at what she has *in her hands*. She is *carrying* in her arms several loaves of bread.

Picture 3

In this picture, three people are *standing* in the middle of a field. They are *practicing* the ancient Chinese art of *tai chi*. They are all *balancing* on one leg. The left leg is firmly on the ground and the right leg is slightly *raised*. Their right arms are *extended* forward while the left arms are *raised*, but *bent* at the *elbow*. They are all looking forward. Behind them are several large bales of hay and a *line of trees*.

Picture 4

This picture shows a scene in a *physical therapy* room. In the *foreground*, a *physical therapist* is *kneeling* next to a man who is *lying* on his back with his *arms folded* behind his head. The therapist is *lifting* the man's left leg in order

to stretch the muscles and to develop flexibility in the joints. Behind them, another therapist is sitting and talking to another patient who is also lying on his back on a mat. Behind them, a man is exercising, pulling himself up on a bar.

Answers

A

Suggested vocabulary

Picture 1

holding, sitting, standing, placing

Picture 2

clutching, holding, standing, handing

Picture 3

balancing, standing, lifting

Picture 4

lying down, kneeling, stretching, bending, holding, lifting, bracing

Possible statements

Picture 1

The patient is sitting in the examination room.

The doctor is holding a stethoscope to the patient's chest.

He's standing next to the patient.

Picture 2

The worker is handing her some food.

She is holding / clutching / carrying the food.

Picture 3

They're balancing on one leg.

They're standing in a field.

They're raising their arms.

They're lifting one leg.

They're stretching out their arms.

Picture 4

The man is lying on the mat.

The man's arms are folded behind his head.

The therapist is kneeling next to him.

The therapist is stretching the patient's leg.

He's holding / lifting / bracing the man's leg.

B

1 F

2 H

3 E

4 B

AUDIOSCRIPT

B

- A They're exercising on the beach.
- B He's kneeling next to the patient.
- C They're lifting weights in the gym.
- D The physical therapist is stretching the patient's arm.
- E They're balancing on one leg.
- F The doctor's examining the man's chest.
- G They're holding hands.
- H The relief workers are handing out food.

Grammar Check 1

Aims

- TOEIC® Part 6 practice: text completion
- Gerund and infinitive forms

Grammar Check 1 provides practice with gerund and infinitives, which is commonly tested on the TOEIC® and is particularly challenging for students because there are no set rules to follow. This means that students must memorize the verbs that take a gerund and those that are followed by an infinitive.

The exercise is presented in the context of a promotional letter from a health club. The letter introduces the services and advantages of the club in order to solicit new memberships. Private health clubs offer a wide range of sports and exercise facilities for paying members. Some universities and companies provide discounts on memberships for their students and employees.

Students can work in pairs for exercise B in order to prepare them for the Active Practice section afterwards.

ACTIVE PRACTICE

Students can work in pairs: one of them works at the Madison Health and Racquet Club as a membership sales representative. The other is interested in joining the club. The sales rep could interview the potential club member about his or her sports and exercise interests.

TOEIC® Tip

This tip draws students' attention to the use of gerunds after prepositions. The TOEIC® tests this item in Parts 5 and 6. For higher-level students, you can extend the grammar explanation by teaching the verbs that can take either, but have different meanings: *stop, try, forget, remember, regret*. See the Grammar Reference section on pages 136 and 137 of the Student's Book for further information.

Answers**A**

1 *involve* – gerund
2 *plan* – infinitive

B

1 playing	7 to work out
2 to attend	8 waiting
3 becoming	9 to sign
4 taking	10 to extend
5 being	11 hearing
6 to join	12 to contact

TOEIC® Tip

1 without having to
2 of receiving
3 to hearing

Listening 1

Aims

- TOEIC® Part 3 practice: short conversations
- Listening for keywords

Students might find the following dialogues challenging if they are not familiar with any basic medical vocabulary in English. In exercise A, have students brainstorm word lists for several of the listed health professionals:

Dentist: *teeth, molars, wisdom teeth, check-up, teeth cleaning, fillings, cavities, etc.*
 Pharmacist: *pharmacy, drugstore, drugs, medicines, medications, prescription, pills, tablets, syrups, to fill a prescription, refills, etc.*
 Veterinarian: *animal doctor, pets, check-ups, vaccinations, shots, etc.*

Exercise B has them focus on the keywords that give clues to the context of the recorded conversations.

Short conversations

- 1 This conversation occurs between a dentist and his patient in a dentist's office. The patient has come for an annual check-up and teeth cleaning. The patient also mentions that one molar has been giving him pain. The doctor suggests taking an X-ray.
- 2 This conversation occurs between a doctor and a patient who are discussing when the patient had his last complete physical (medical check-up / general health examination).
- 3 This conversation occurs in a pharmacy between a client who would like a prescription filled and the pharmacist. The pharmacist asks whether the client would like brand name medicine or less expensive

generic drugs. Note that medicine is often sold under the brand name of the pharmaceutical company that has produced the drug or as a less expensive "generic", whereby the chemical composition of the drug is the same, but the producer is not listed and therefore does not have to spend money on advertising.

- 4 This conversation occurs between a patient and an eye doctor (optometrist). The patient is receiving "corrective lenses" in order to read more easily in the evening. "Corrective lenses" could be glasses or contact lenses.
- 5 This conversation occurs between a health insurance advisor in a company and a new employee. The advisor explains what the company's health insurance benefits package covers. The new employee asks whether prescription drugs will be covered. Note that in some countries, the government does not offer medical and dental insurance. Companies can offer their employees medical insurance as part of their benefits packages.

Answers**B**

	Keywords	Person	Place
1	check-up cleaning molars chew X-ray	dentist patient	dentist's office
2	complete physical see a doctor check-up	doctor patient	doctor's office
3	prescription filled medicine drugs prescribed	pharmacist customer	pharmacy
4	corrective lenses eyesight prescription vision read	eye doctor / optometrist patient	optometrist's office
5	health insurance benefits package medical and dental coverage policy reimburses doctor-prescribed medications	health insurance advisor employee	in a company office

AUDIOSCRIPT

B

1

Man 1 So you're in for your annual check-up and cleaning, is that it?

Man 2 Yes. And I was wondering if you could take a look at one of my molars on the top left. It's been sore lately, especially when I chew.

Man 1 OK, I'll have a look and then take an X-ray. Open wide, please.

2

Woman Do you remember when you last came in for a complete physical?

Man Actually, it was some time ago. Four, maybe, five years.

Woman You know, even if you're in good health, you should see a doctor every two years for a check-up.

Man You're right, but I never seem to have enough time.

3

Man Hi. I'd like to have this prescription filled, please.

Woman Certainly. Which would you prefer: brand name medicine or the less expensive generic drugs?

Man Hmm. I think I'll go with the brand name, since that's what my doctor's prescribed.

4

Man 1 Will I have to wear corrective lenses all the time?

Man 2 No, no. You have very good eyesight. This prescription will correct your vision so that you can read comfortably at night.

Man 1 That's good news.

5

Woman 1 The health insurance benefits package we offer our employees includes full medical and dental coverage.

Woman 2 Will my policy include prescription drugs?

Woman 1 Yes, it does. It reimburses 90% of all doctor-prescribed medications.

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Vocabulary: diet; fitness; longevity
- Discussion: healthy lifestyles

In this Viewpoint activity, students read an article, then work on four presentation slides that have incorrect and missing information. The activity provides a good opportunity to compare and contrast different cultural approaches to health, exercise, and eating habits. You

You may want to introduce the general lead-in in the Student's Book as pairwork. Students can work in pairs to draw up a list of elements that they think are important for a healthy lifestyle before reading the article. Pairs can also correct and complete the presentation slides in exercise B. Here is some useful vocabulary:

*generation exercise a sharp mind centenarian
consumption rigorous activity low-stress lifestyle
to endanger to urge to return to your roots
longevity a warning local dishes to be scorned
a treasure old folks*

Extension Activity

You can have students do mini-presentations. Students can either use the corrected slides in the Student's Book to do a mini-presentation of the Okinawa community and dietary practices.

OR

They can make their own slides and do a mini-presentation about the dietary practices or another health-related issue within their own cultures.

Answers

Suggested answers

exercise, diet, sleep, relaxation, stimulation, hobbies, security, family

B

Slide 1 i wrong – low levels of cholesterol

Slide 2 i wrong – tofu (bean curd), pork

Slide 3 ii wrong – more stressful
iii wrong – less exercise

Slide 4

Suggested answers

i doctors and the government are encouraging people to return to the traditional lifestyle

ii the local newspaper is providing advice for healthier living

iii schools are serving and teaching children about traditional foods

DISCUSSION

This discussion section allows students to give their views on a number of issues relating to well-being and lifestyles. Ask them to consider how the lives of traditional Okinawans differ from their own. What are the consequences of the increasingly standardised lifestyles of young people in many countries? Do they think that technology and industrialised food production have made only positive contributions to modern life or have they in fact created problems of their own?

Listening 2

Aims

- TOEIC® Part 4 practice: short talks
- Listening for specific information

Listening 2 follows on from the Viewpoint article. The listening is a press release, announcing a book presentation by the authors of *The Okinawa Diet Plan*. Have students scan the invitation before listening to the radio announcement and completing the missing information. Here is some useful vocabulary: *to entitle* *hardcover copy* *seating is limited*

Answers

1 authors	4	6 p.m.
2 recipes	5	9 p.m.
3 community center	6	40

AUDIOSCRIPT

Now for those of you who may be thinking that it's high time to switch to a new healthier diet, we've got just the thing. On May 15th, the United Okinawa Association is organizing a special evening event where you'll have the opportunity to meet two of the authors of the best-selling *Okinawa Diet Plan*. Doctors Craig and Bradley Willcox will be giving a short presentation of their research on the Okinawa community and explaining what makes it so unique. Don't forget, that's May 15th from six to nine at the community center in Waikiki. Seating is limited so you'd better book early. Tickets to the event are on sale for 40 dollars and that includes the price of your personal hardcover copy of the book that could help you to get leaner, live longer and never feel hungry. Sample Okinawan recipes will be available for tasting after the presentation. For further information about the event and to make a telephone reservation, call 215-658-4321.

Grammar Check 2

Aims

- TOEIC® Part 6 practice: text completion
- Third conditional

This section reviews the third conditional within the context of folk medicines and remedies that were used in the past. The central idea here is to have the students imagine the following context (expressed using the third conditional). You should either read the following question to the class or write it on the board.

If you had lived in the past and had suffered from a particular ailment, such as a fever, what remedy would you have used?

Remind students that conditionals are most often expressed in two parts (*If ... , then ...*). Also draw students' attention to the past perfect form of *have* (*had had*), which is frequently tested on the TOEIC®.

In A, students identify the verb forms in both parts of example sentences. In B, students complete the text with the appropriate third conditional forms.

In pairs, students can ask each other questions using the information in the Folk Medicine quiz. Make sure they practice constructing third conditional sentences. For example:

Student 1: *If you had had a fever, what remedy would you have used?*

Student 2: *If I had had a fever, I would have applied an ice-pack.*

Extension Activity

Here are two additional ailments and their folk remedies. Ask students to imagine what remedy someone in the past would have used if he or she had had a toothache or a burn.

Ailment Remedy

Toothache	a chew tobacco
	b rub your tooth with snakeskin
	c apply a mixture of alcohol and chloroform
Burns	a rub with cold tea
	b apply flour
	c pour on cold water

DISCUSSION

Ask students if they know of any local traditional folk remedies that people used in the past. You can lead this into a discussion of old remedies versus modern medicine.

Answers

A

- 1 first part: past perfect – second part: conditional perfect
- 2 first part: conditional perfect – second part: past perfect

B

1 had lived	5 would have done
2 wouldn't have had	6 would have worked
3 wouldn't have been able	7 wouldn't have been
4 would have had	

Listening 3

Aims

- TOEIC® Part 2 practice: question / response
- Giving advice and making suggestions

In this exercise, students practice identifying advice and suggestion phrases in the context of a health organization's meeting, scheduled in order to plan a vaccination week campaign.

Ask students if they know what the words *vaccinations* and *immunization* mean. They need to understand that these words refer to protective shots, injections, or inoculations that give people resistance to certain diseases, such as polio, etc. Health organizations around the world plan annual vaccination campaigns to vaccinate people, particularly children.

Have students study the examples. You may want to offer a few examples: *Why don't we practice making suggestions? How about practicing a few suggestion phrases with a partner?* It is important that students understand that these phrases are idiomatic and they indicate that the speaker is making a suggestion. The TOEIC® Tip box is particularly helpful here.

Have students read through the memorandum. Before beginning the listening, you may want to do some Part 7 reading comprehension practice by asking them some questions.

- *What is the purpose of this memo?*
- *Why is Saskia Lindstrom calling a meeting?*
- *When is the meeting scheduled?*
- *Which item on the agenda would include advertising?*

After students have matched the listening extracts with the agenda items, ask them to identify the suggestion phrases in each extract.

A *How about targeting ...?*
 B *We should provide / And how about developing ...?*
 C *We ought to approach / Why not approach ...?*
 D *How should we (asking for advice) / Why don't we ...?*
 E *What about posters? / Couldn't we also get ...?*

These expressions provide useful language as students will practice giving advice and making suggestions in the Communication activity at the end of the unit.

Answers

- I A
- II C
- III B
- IV E
- V D

AUDIOSCRIPT

A

Woman How about targeting schools?

Man Excellent idea. We can be sure that every child in school would have the opportunity to be vaccinated.

B

Man We should provide mayors with information that will help them support vaccination programs for their communities.

Woman I agree. And how about developing neighborhood vaccination workshops to involve people on a local level?

C

Man We ought to approach companies that market children's products.

Woman That's not a bad idea. Why not approach the President's wife, too? She's a great supporter of public health issues.

D

Man 1 How should we evaluate the success of the Vaccination Week campaign?

Man 2 Why don't we conduct a public awareness survey afterward?

E

Woman 1 What about posters? They're inexpensive and can be widely distributed.

Woman 2 Great idea. Couldn't we also get national television stations to donate air time for our commercials?

Vocabulary Builder

Aims

- Phrasal verbs 2: three-part
- Dictionary practice

Phrasal verbs are used throughout the TOEIC® and can appear in Part 5 and 6 questions. This section familiarizes students with phrasal verbs that contain three parts. In this exercise, students read a paragraph presenting on-the-job physical therapy. Many industries that involve physical labor are incorporating preventive measures to reduce job-related injuries. Begin by asking students: *What can companies do to prevent work-related injuries?*

Have students read the paragraph and ask them to define the six underlined terms based on context clues within the sentences. Ask them to give a synonym for each word. They should then match the words with the correct dictionary definition. You can ask them to identify a two-part phrasal verb in the paragraph: *to cut down = to reduce*

Ask students if they know of any other three-part phrasal verbs that begin with *to get*.

Suggested answers

get away with something / doing something = to do something without facing the consequences

get back into something = to begin to do an activity that you used to do

get back to somebody = to re-contact someone; to call them back

get back to something = to resume doing something that you were doing after a break

get down to something / doing something = to start doing something; to begin a project

get out of something / doing something = to escape from or avoid doing something

get something over with = to finish something

Students can research more three-part phrasal verbs with *come, run, make, take, go*. Have them consult the *Cambridge International Dictionary of Phrasal Verbs* online: <http://dictionary.cambridge.org/default.asp?dict=P>.

You may also want to teach the additional health-related vocabulary in the article. Ask students to identify the word that refers to:

- a health professional who treats job-related injuries (*occupational therapist*)
- absence from work because of illness (*sick leave*)
- an injury to a part of the body caused by overuse (*strain-related injury*)

Other vocabulary items that can be taught in this way are *strenuous job requirements, stretch program, injury and compensation claims, injury-free*.

Answers

- 1 e
- 2 f
- 3 a
- 4 d
- 5 c
- 6 b

Communication

Aim

- Speaking practice: presenting findings; decision-making

In this activity, students are part of a planning team that must design a new health and wellness program for their company, MacroMix.

Before students break down into planning teams, it might be helpful if you lead a brief group review session of the health topics and areas covered in the unit. This provides a review of useful vocabulary and helps students to generate ideas in preparation for the activity:

- exercise facilities
- nutritional programs
- vaccinations and possibly annual flu shots
- on-the-job stretching and physical therapy programs

For larger classes, you can have two or more teams. For smaller classes, you can have one team meeting. Depending on the size of the class, have individuals or pairs prepare the areas covered in the role cards for 10–15 minutes before convening the team meeting(s). Students should be encouraged to practice using the phrases for giving advice and making suggestions from Listening 3.

If you intend to assign a follow-up writing assignment, have students take notes of all the suggestions for the health program made during the meeting.

Writing Practice

Drawing on the suggestions that come up in the Communication activity, students can design a company brochure that gives advice and suggestions on how employees can improve their overall health. General categories could be:

- Exercise and physical activity
- Nutritional advice
- Comfortable working conditions (ergonomics)
- Work / life balance

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

listen heart

The doctor is *listening* to the man's *heart*.

Picture 2

give food

The woman has been *given* some *food* by the Red Cross workers.

Picture 3

one leg

The people are standing on *one leg*.

Picture 4

patient receive

The *patient* is *receiving* treatment.

TOEIC® Speaking Test Practice SP1

You can use the first part of the audio announcement in Listening 2 to give your students practice with Part 1 of the Speaking Test. In this part of the test test-takers are asked to read aloud two short passages. Remind students that they have 45 seconds to prepare and 45 seconds to read each passage. If you have audio equipment available, you may want to record their readings and then compare them with the audio recording. Ask them to read out the following extract:

Now for those of you who may be thinking that it's high time to switch to a new healthier diet, we've got just the thing. On May 15th the United Okinawa Association is organizing a special evening event where you'll have the opportunity to meet two of the authors of the best-selling "Okinawa Diet Plan". Doctors Craig and Bradley Willcox will be giving a short presentation of their research on the Okinawa community and explaining what makes it so unique.

TOEIC® Speaking Test Practice SP6

You can use the following question as practice for Part 6 of the Speaking Test. Remind students that they only have 15 seconds to prepare their answer and 60 seconds to speak.

Do you think it is better to work for an organization that does not pay very high salaries but guarantees its workers a good balance between work and well-being or is it better to work for an organization that pays high salaries but where the work can be very stressful? Give reasons.

12 Society

Unit Focus

Elections Education Law

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Law courts; voting; school; police	Part 1	15–25 mins
Grammar Check 1	Words expressing contrast	Part 6	30 mins
Listening 1	Civic conversations	Part 3	20–30 mins
Vocabulary Builder	Collocations	Part 6	15–20 mins
Listening 2	Tribal law	Part 4	15–25 mins
Grammar Check 2	Subjunctives: formal language in the U.S.	Part 5	30 mins
Viewpoint	To kill an avatar	Part 7	30 mins
Listening 3	Debating phrases	Part 2	15–20 mins
Communication	Debate: virtual violence		40 mins
		Total	3 hrs 30–4 hrs 10

Snapshot

Aims

- TOEIC® Part 1 practice: picture analysis
- Vocabulary development: law courts; voting; education; law enforcement
- Discussion

The pictures present a few examples of legal and civil institutions within society: a law court, voting at a polling station, students in a classroom, policemen.

Picture descriptions

Picture 1

The picture shows an "Open Court" in Rangpur, India. The Open Court is an *alternative system of justice* that *settles local disputes* and provides *legal council* to people living in rural areas. Two court *officials* are sitting at a table facing a group of people who appear to be sitting on the ground. Behind the men, there is a large tree from which is hanging a sign that reads "Open Court, Rangpur".

Picture 2

In this picture, we see people *registering to vote* at a *polling station* in a Spanish-speaking region. Several people are around a table that is covered with paper. On the right, a woman is *filling out a form* while a young girl looks on. Next to them, several men are leaning on the

table. Behind them is a large poster showing a hand holding what might be a voter's *ballot*.

Picture 3

This picture shows a school *classroom*. The young students are sitting at their *desks* with their books open. Some of them are *raising their hands* in order to be *called on* by the teacher / instructor, who is standing next to a *blackboard*.

Picture 4

In this picture, we see two *police officers* on *bicycles* at a *public market* in Seattle in the U.S. Police in this region *patrol* public areas on bicycles, on foot, and sometimes on horses. They *ensure security*, *enforce the law* and *provide assistance* to the *public*. They are *in uniform* and are wearing helmets and sunglasses.

Answers

A

- 1 People are attending a court session outdoors.
- 2 People are registering to vote in a polling station.
- 3 Young students are attending school.
- 4 Two police officers are on bicycle patrol near a market.

B

- 1 E, J
- 2 D, H
- 3 I, L
- 4 B, K

AUDIOSCRIPT

B

- A The schoolchildren are clapping their hands.
- B The law enforcement officers are on patrol.
- C The candidate is making a speech.
- D The people are registering to vote.
- E The court session is held outside.
- F The police are writing out a traffic ticket.
- G The lawyers are meeting in the court house.
- H The woman is filling out a form.
- I The instructor is calling on the students.
- J The court officials are facing the people.
- K The policemen are riding bicycles.
- L Some students are raising their hands.

Grammar Check 1**Aims**

- TOEIC® Part 6 practice: text completion
- Grammar point: complex sentences
- Vocabulary development: words expressing contrast
- Discussion

This section begins with an inductive presentation of words expressing contrast. In exercise A, students identify the contrast words and the way they are used in different types of sentences. In exercise B, students use contrast words to form sentences. In exercise C, students then practice a Part 6 text completion and correction exercise.

There are three basic categories of words that express contrast:

- *Although, even though, while, whereas* begin dependent clauses that must be linked to an independent clause in order to make a complete sentence.
- *In spite of, despite* begin noun phrases that must be linked to an independent clause.
- *But, yet, however* begin independent clauses. They can form compound sentences (two linked independent clauses) and they can show contrast between two separate sentences.

In Part 6, TOEIC® will often test a student's ability to determine which contrast word is needed to form a complete sentence. Students need to determine whether the section of the sentence is a clause or a phrase.

Although / Even though it was raining, we had a picnic in the park.

Despite / In spite of the rain, we had a picnic in the park.

In the first sentence, the two-part sentence begins with a clause (noun + verb).

The second sentence begins with a noun phrase.

The theme of the activity is voting and elections. In the U.S., voters can cast their ballots either in person or by mail. In order to vote by mail, a voter must first be registered to vote and must obtain an absentee ballot. In some other countries, a voter who cannot go to the polls will sign over his vote to another voter, who will vote for him. This is called *voting by procuration*. Students might find the following topic-related vocabulary useful:

<i>citizen</i>	<i>the right to vote</i>
<i>to register (to vote)</i>	<i>election</i>
<i>a newcomer</i>	<i>legislators</i>
<i>laws</i>	<i>police</i>
<i>to enforce</i>	<i>referendum</i>
<i>at the polls</i>	<i>candidate</i>
<i>absentee ballot</i>	<i>observers</i>
<i>to monitor</i>	<i>citizenship</i>
<i>(someone's) voice</i>	<i>guidelines</i>
<i>application</i>	<i>witness</i>
<i>notary</i>	<i>widespread corruption</i>

Answers**A**

- 1 but, in spite of, *although*, despite, even though, *whereas*, yet
- 2 in spite of, *despite*
- 3 but, *however*, yet

B

- 1 *Even though* the new candidate has less experience, I've decided to vote for her.
- 2 Some people like to vote in person, *whereas* others prefer using an absentee ballot.
- 3 *Despite* (the) many observers monitoring the elections, there was widespread corruption.

Other contrast words: (1) Although (2) while (3) In spite of

C

- 1 even though 4 Although
- 2 Even if 5 whereas
- 3 however

DISCUSSION

This section focuses on the voting practices in the U.S. You may want to extend this into a discussion about voting with the following questions.

What is the percentage of people who actually vote in national and local elections? Some people feel that voting is more than a civic right, arguing that voting is a civic duty. Would students agree?

Listening 1

Aims

- TOEIC® Part 3 practice: short conversations
- Listening for keywords in order to identify context
- Vocabulary development: registering to vote; policing; filing taxes; campaigning for an elected office; continuing education and training

The section begins with a review of vocabulary in exercises A and B that prepares students for five TOEIC® Part 3 short conversations, which involve:

- 1 A man registering to vote.
- 2 A police officer checking a motorist's driving license because a brake light on the car is not working.
- 3 Two people discussing filling out the income tax declaration forms.
- 4 A conversation with a candidate for mayor as to what she would do if elected.
- 5 Two professional, working people talking about taking continuing education courses. (Note that Higher Education institutions, such as universities and colleges, offer continuing education courses and degree programs for working professionals who would like to pursue more training.)

The focus here is to get students to concentrate on listening for specific keywords that indicate the context of the conversation. After completing exercise C, you may want to have students read through the audioscripts and perform the conversations in pairs.

Extension questions for discussion

- *What questions would a police officer ask a driver?*
- *What questions would a voter ask a candidate for mayor?*
- *Do you find filling out income tax forms difficult or complicated? Do you have someone help you file your taxes?*
- *Do you know anyone who had entered professional life and then returned to school part-time to pursue further training or another degree? Is this a common practice in your country?*

Answers

A

Suggested answers

voting – polling place
 educating people – classroom
 law-making and governing people – city hall / capitol building

enforcing laws – courtroom, police station
 reporting income and paying taxes – taxation bureau

B

Suggested vocabulary

voting: vote, ballot, ballot box, list of candidates, voter registration, registration card

educating people: school, college, university, students, teachers, instructors, professors

law-making and governing people: legislation, rules, laws, regulations, ordinance

enforcing laws: courts, judges, lawyers, defendants, prosecutors, police, sheriff, federal agents, soldiers, military, army, navy

reporting income and paying taxes: tax forms, to file taxes, income tax, sales tax, payments, deductions

C

	Keywords	Activity
1	register, eligible to vote, elections, voter registration card, polling place	voting
2	driver's license, vehicle registration, officer, speeding, pulled over	enforcing laws
3	filling out, income tax returns, due, to file	reporting income and paying taxes
4	elected, in office, mayor, city, raise local taxes	governing people
5	course catalog, semester, classes, credits, MBA, university	educating people

AUDIOSCRIPT

1

Woman Do you have a currently valid form of photo ID, your birth certificate, and proof of residence?

Man Yes, I do. By the way, if I register today, will I be eligible to vote in the upcoming elections?

Woman Yes. You'll receive your official voter registration card indicating your local polling place in the mail within a few days.

2

Man 1 Good morning, sir. May I see your driver's license and vehicle registration, please?

Man 2 Certainly, here you are. Is there something wrong, officer? Was I speeding?

Man 1 Not to worry, sir. We pulled you over because we noticed that your left brake light is out. You'll need to get that fixed as soon as possible.

3

Woman 1 What a weekend! I spent the whole time filling out my income tax returns.

Woman 2 Oh, that's right! I totally forgot. When are they due again?

Woman 1 You have until midnight Wednesday to file. Hope yours are less complicated than mine!

4

Man If elected, what will be your top priority during your first six months in office?

Woman If I become mayor of this city, I will devote time and effort to improving the local school system. We need to develop our educational facilities.

Man Does that mean that you would raise local taxes?

Woman Oh, I think we could find other ways of financing that.

5

Man Have you seen the continuing education course catalog for next semester?

Woman I think I saw one in the HR office yesterday. Were you considering taking some classes?

Man Yes. In fact, I'm only six credits away from completing my MBA in the university's professional business program.

You may also have students consider the importance of literacy or, more specifically, the importance of continuing to learn and develop foreign language skills, for example.

Answers

A

- 1 d
- 2 a
- 3 f
- 4 e
- 5 c
- 6 b

B

- 1 b
- 2 c
- 3 a

C

- 1 highly unlikely
- 2 hugely successful
- 3 close collaboration
- 4 valuable lessons
- 5 positive attitude
- 6 Critically acclaimed
- 7 significant contribution

Vocabulary Builder

Aims

- TOEIC® Part 6 practice: text completion
- Vocabulary development: collocations (adjective + noun; adverb + adjective)
- Topic: education; life-long learning; literacy

This exercise reviews collocations (idiomatic word pairings) often tested in Part 6. The topic of "life-long learning" refers to the idea that people can pursue further education at any age. The activity features an article about a book co-written by George Dawson, *Life is So Good*. Mr. Dawson lived most of his life without being able to read and write, but at the age of 98 he returned to school.

Suggested discussion questions

- What do you think of Mr. Dawson's achievement?
- When do people complete their education in your country?
- Can a person return to university after having worked for several years? If yes, is this common?

For professional students, you might ask:

- If you were to return to school, what training, education, or degree would you pursue?
- How important is "life-long learning" in your culture?
- Are there age limits?

Listening 2

Aims

- TOEIC® Part 4 practice: short talks
- Skimming comprehension questions before listening
- Discussion: indigenous peoples; culture and tradition; law

This short talk is addressed to lawyers who are attending a seminar in order to work as volunteers giving legal council. The Hopi Indians live according to their own traditions and laws. The aim of the seminar is to present the cultural and legal differences between the Hopi Indian Reservation system of government and the U.S. government. In short, how do Hopi tribal laws differ from state and federal laws and from the U.S. constitution?

You may want to lead the students into this section with the following general questions:

- Can you think of an example of a "nation" existing within a larger political entity?
- Does this "nation" live autonomously, that is, independently of the dominant culture?

Students may want to consider some of the issues involved in the formation of the European Union, where countries of different cultures, languages and traditions form a single economic and political entity.

The Hopi Indian Reservation Key Facts provide some background information. Additionally, you may want to assign to your students some Internet research on the Hopi Indians.

TOEIC® Tip

Before doing exercise B, have students read the TOEIC® Tip. Students should be aware that questions pertain to either general information (context, setting, purpose, speaker, audience) or specific information (dates, times, numbers, names, locations, etc.). By skimming the comprehension questions beforehand, they can better focus their attention while listening.

B

- 1 general
- 2 general
- 3 specific

C

- 1 d
- 2 b
- 3 c

AUDIOSCRIPT

B

I would like to thank you for showing interest in our Legal Aid Volunteer Program here on the Hopi reservation. As you know the Hopi tribal council is looking for lawyers to volunteer their time to provide legal advice to Hopi tribal members. This is important because although Native American Reservations are within the borders of the United States, the tribes have independent governments whose legal policies and practices differ from state and federal law. For example, did you know that within the Hopi reservation, laws are enforced, not by federal, state, or county police, but by Hopi Tribal Rangers? This three-day seminar will introduce you to the basic governmental and legal differences between Hopi culture and the surrounding United States. This knowledge will enable you to better inform tribal members of their legal rights regarding such important issues as reclaiming lands belonging to the tribe, securing the right to manage the natural resources within tribal property and, more generally, expanding Native American autonomy in order to preserve Hopi language, culture and traditions.

DISCUSSION

This section deals with the complex question of the rights of indigenous peoples, or "first peoples". Topics involving the social and legal status of indigenous peoples and minority groups within a country may have to be approached with great sensitivity and discretion. You may want to open the class to a discussion of the status and condition of specific cultural and ethnic groups around the world.

Grammar Check 2

Aims

- TOEIC® Part 5 practice: incomplete sentences
- Revision of the U.S. English use of the subjunctive
- Vocabulary development: citizenship requirements
- Discussion: immigration and naturalization policies

This is a simple but often unexpected grammar point that appears regularly on the TOEIC®. Students have generally been so trained in conjugating the third person singular (-s) that they are surprised when they encounter the English subjunctive.

TOEIC® Tip

The tip emphasizes the use of the subjunctive in U.S. English.

Have students study the examples. Draw their attention to the verbs in bold. Normally we would think that we would have to conjugate the verb, for example, *the governor resigns, quotas are*. However, in *that* clauses after certain verbs and adjectives that express necessity, U.S. English leaves the verb in the simple infinitive without *to*: *that the governor resign, that immigration quotas be*. (Note that in non-U.S. English, the sentence would read: *that the governor should resign*.)

The topic is intended to stimulate student awareness and discussion of immigration and naturalization requirements and policies. Ask them to define "proficiency in the national language". What, if any, level of language should a person be required to attain in order to become a citizen of a country? You may ask students to reflect upon the challenges of developing their language skills. Do certain levels of language proficiency allow someone to gain membership to a particular group or community? How might a language proficiency requirement be used as a form of "linguistic discrimination"?

Several answers are possible in the exercise, but students must correctly conjugate the verb they choose into its subjunctive form.

Answers

1 reside	4 be
2 speak	5 show / demonstrate
3 understand	6 show / demonstrate

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Vocabulary development
- Discussion: to kill an avatar

Computer graphics technology is now able to produce fairly "realistic" worlds, in which a player can either create a private virtual world on his computer or can subscribe to and then participate in an online, Internet world with many other players. One of the most popular virtual worlds is "Second Life", created by Linden Research, Inc. For further background information, visit the Second Life website at: <http://secondlife.com/>.

This article presents a controversial topic dealing with ethical practices in online, virtual worlds. The article explores the question as to whether *avatars* (virtual world characters) should have the power to *eliminate* or *kill* other avatars (other players). Many online game producers say subscribers want to be able to have total freedom to do what they want in virtual worlds. Game producers argue that they have to allow such virtual crimes to exist in order to keep their profits up. The topic is controversial because it touches on ethical and moral issues, particularly in relation to technology.

The article contains many interesting words for vocabulary development. After they have read the article, you may want to have students identify words according to different categories.

Crime and law enforcement:

to kill *crime* *fraud* *theft* *harassment* *to murder* *federal prosecutors* *to establish laws* *to enforce laws* *policing* *to police*

Computers, the Internet and the people involved in online games:

avatar (a computer-generated representation of a person) *subscribers* *virtual world* *digital* *online game designers* *to code out of the program*

Elements and issues within civil society:

citizenry *to stress equality* *freedom* *to offend* *restriction* *newcomers*

Economic terms:

the bottom line *to drive up costs*

Additional vocabulary:

to strike the wrong balance

to be mindful of *appeal* *allure* *to undermine*

prevalent *time-consuming* *complain* *banish*

Answers

- 1 Freedom to decide.
- 2 For: it's like the real world.
Against: it's costly for the players who have been eliminated.
- 3 Subscribers would be dissatisfied.
- 4 They make decisions about the virtual world, its laws and how they are enforced.

Listening 3

Aims

- TOEIC® Part 2 practice: question / response
- Vocabulary development: idiomatic debating phrases; expressing agreement / disagreement

Draw students' attention to the box with some of the language functions that are commonly used in a debate. Ask them to think of different ways of "asking for an opinion", "requesting clarification" or expressing "agreement" or "disagreement". Then have them read the sentences to determine the function of the underlined expressions. Here are some extra phrases that you may want to teach.

Agreeing:

I agree with you.

I agree in principle.

I think you're right.

Disagreeing (tactfully):

By and large, I would agree with what you say, but ...

Although I agree with most of what you've said about that ...

I understand your point, but I think that ...

Disagreeing (strongly):

I don't agree.

I cannot accept your point of view.

I can't say that I share your view.

I take issue with the idea that ...

What you're saying is not feasible.

Students should become familiar with common idiomatic phrases that can appear on the TOEIC®, such as *to take issue with* (*to disagree with*) and phrases that ask for opinions: *Where do you stand on this issue?* and *What is your position on this?*, etc.

After completing exercise B, have students identify the distractors in the incorrect responses.

Distractors:

- 1 A is incorrect: *position* is asking for an opinion, not for a specific spatial location.
- 2 B is incorrect: *expand* is asking for greater clarification, not for more physical space.
- 3 B is incorrect because it is not a logical response; *greeted* is a distracter because it sounds similar to *agreed*.
- 4 A is incorrect because it is not a logical response; *to come* is a distracter because it sounds similar to *companies*.

Answers

A

- 1 disagreeing
- 2 asking for an opinion
- 3 presenting an argument
- 4 agreeing
- 5 requesting clarification

B

- 1 B
- 2 A
- 3 A
- 4 B

AUDIOSCRIPT

B

- 1 What's your position on this issue?
A We're standing near the exit.
B By and large, I share the same opinion as Sally.
- 2 Could you expand on that, please?
A I'd be glad to go into greater depth.
B Yes. Let's move to a larger room.
- 3 Wouldn't you agree that video games are completely harmless?
A Well, I wouldn't go that far.
B Yes. We greeted them at the door.
- 4 Do you realize that companies would lose subscribers?
A Yes. We'd really like to come.
B That won't necessarily happen.

Communication

Aims

- Speaking practice: debating
- Topics: law; government; justice; civics; virtual worlds; violence in society

The Communication activity draws upon the ideas presented in the Viewpoint article. It focuses on governance in virtual, Internet worlds. The language focus is debating, and students should be encouraged to use the debating phrases from Listening 3.

Students are asked to imagine that they are active members of a virtual world. The specific question to be discussed is:

- *Should avatars in virtual worlds (virtual world characters) have the power to "eliminate" (or kill) other players?*

The topic is controversial because it touches on ethical and moral issues. Students should be encouraged to consider what laws should be established and enforced in order to govern their imagined virtual world. More broadly, the discussion may be expanded in order to consider larger questions, such as:

- *Should players apply the real-world values in virtual worlds?*
- *What freedoms should an avatar have?*
- *Is virtual violence the same as real violence?*
- *Does (computer) technology allow us to escape from our real-world values?*

Writing Practice

The company that has created the virtual online world has decided to take a vote next month on two important issues. Should "avatars" have the power to "eliminate" or "kill" other avatars? If not, then should we "program out" (remove) the possibility of committing any crimes in our virtual world?

The company has posted the questions on its website and is asking each virtual world subscriber to post a public response expressing his or her opinion. Have students write a response and present it to the class.

TOEIC® Speaking Test Practice SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

TOEIC® Writing Test Practice WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

Picture 1

address audience

The older man is *addressing* the *audience*.

Picture 2

poster wall

There is a colorful *poster* on the *wall*.

Picture 3

teacher child

The *child* is answering a question from the *teacher*.

Picture 4

dress uniform

The men are *dressed* in the same *uniforms*.

TOEIC® Speaking Test Practice SP5

You can use the following message as practice for Part 5 of the Speaking Test. In this part of the Speaking Test, candidates have to respond to a voice mail which presents a problem that someone needs help with. You should read out the voice mail. After students have listened to the message they will have 30 seconds to prepare their response and then 60 seconds to speak.

Read out the following voice mail:

Hello. My name is Imane Khan. I am currently on vacation in this country for two weeks and I have a return flight back to my home country that leaves on Monday next week. But the problem is that I have lost my passport -- I just don't know what has happened to it. I was sure that it was in my bag but when I looked I couldn't find it anywhere. I have looked everywhere in my hotel room but I'm afraid it's disappeared. Is there any way that you could issue me with another passport before I leave or maybe I could come to the embassy and you could give me a document that I could use to leave the country? Could you please call me back at the following number – 06 99 92 48 53 – and leave me a message?

Review Test 4 Answer Key

Units 10–12

Listening Test

Part 1

Photographs

1 D The optometrist is *checking* the patient's eyes. (A) The man's arm is not visible, but the woman is *wearing a watch*. (B) She's *reading* dials on a machine, not a *manual*. (C) He's not *looking for his glasses*. He's looking into the machine to have his eyes checked.

2 A The man is *clearing* the snow away with a *snow shovel*. (B) He's not *showing* anything. *Showing* is a distracter that sounds similar to *snowing*. (C) The street has been *cleared*. (D) He's *shoveling* snow, not dirt.

3 B The road that passes over the freeway is an *overpass*. (A) The freeway is quite *full*. This is not a *parking lot*. (C) The cars in the *lanes* on the right are well spaced apart and *traffic* appears to be moving. (D) Although there may be *commuters riding* in the cars, no *buses* can be seen.

4 C The man is standing in the street, *pointing his arm to direct the cyclists*. He is not (A) *waving* to them and his arm is not *raised* (B) *above his head*. The man is *pointing* in a *direction*, but not (D) *pointing out a problem*.

Part 2

Questions and responses

5 C This idiomatic question asks for the person's opinion (*stance*) on a subject (*issue*), not about physical location (A/B).

6 B The question *How about* is suggesting a day for the person's yearly examination (*annual check-up*). It is neither asking (A) *what* it is about, nor (C) *how often* something occurs. (A) includes the distracters *checking account* that sound similar to *check-up* and *about*.

7 B The question *Wouldn't it be better* is making a suggestion. The response confirms and then defines the suggestion. (A) is an illogical response, which first confirms the suggestion, but then negates it using the distracter *it wouldn't help*.

(C) is not a logical response that plays upon the word *better* in the question with *not improved* in the answer.

8 B (B) is an appropriate response to the request for items on a medical *prescription*. (A) and (B) both try to distract by referring to or using the word *fill*. In (A), the phrase *there's no more room* means that the space or reservations are full. (C) uses the adjective *filling*, which refers to food.

9 C The question seeks information about the weather. (A) refers incorrectly to a *delay* and to an *announcement*, not to a *weather report*. (B) uses the words *whether* and *hers*, which sound similar to *weather* and *heard* in the question.

10 A The response politely declines the invitation to *join* the exercise *group*. (B) The word *fit*, which sounds similar to *fitness*, refers to trying on clothes. (C) The word *joint*, which sounds similar to *joining*, refers to opening an account.

11 B The question asks *when* they need to do something. (A) would respond to a question asking *To whom?* (C) would respond to another type of question asking *By whom?*

12 A The question seeks confirmation of an opinion. The response agrees that the apartment was too small and adds new information about the cost. (B) uses the distracters *thinking* and *mall*, which refer to a shopping center, not an *apartment*. (C) refers to duration, not size, using the distracters *lasted* and *thought*.

13 B The question requests information about *when* the car lanes for *commuters* will *re-open*. (A) does not respond to the question *when*. (C) The word *late* relates to time, but the answer does not refer to *commuter lanes*.

14 A The man asks whether the doctor told the woman something. The woman responds by saying that the doctor *did not say anything about* it. (B) and (C) do not respond logically to the question, using an affirmative and a negative exclamation as distracters.

Part 3**Short conversations**

15 **D** The man asks if she is *moving into a new house in the suburbs*, which she confirms saying that she got a *good price*. She also mentions *real estate* and *buying*. There is no mention of (A) *renting*, (B) another country, or (C) *selling a house*.

16 **A** The man says that *housing costs have skyrocketed* meaning *risen significantly*. Prices, in general, have neither (B) *stabilized* nor decreased (C) and (D).

17 **C** She says she *couldn't afford to buy in the city*. She makes no mention of (A) *noise*, (B) *commuting*, or (D) a *small apartment*.

18 **C** They are discussing the best time to begin their workday. Although the man mentions his children's *school* and she mentions *traffic*, the main topic is not (A), (B), or (D).

19 **B** She used to start at (A) 9.00, but now she starts *one hour earlier*, meaning at 8.00 a.m. (C) and (D) are not correct.

20 **A** The man says that he *usually has to drop his children at school* before coming to work. There is no mention of (B) or (C). He leaves his children at school every morning. He does not (D) *pick them up*.

Part 4**Short talks**

21 **B** The speaker addresses *you* as someone who has *employees* (*your employees*) and implies that *you can develop corporate programs for your company*. Although (C) and (D) could have employees and direct a company, as health professionals, they would not be the most likely target audience for this seminar.

22 **C** The speaker recommends *developing a corporate fitness program to reduce health insurance costs*, not (A) *increase them*. (B) There is no mention of *healthy food*. (D) *Greater corporate loyalty* would be a *benefit* of what the speaker is recommending.

23 **D** The speaker does not mention *better opportunities for promotion*. He does mention *fewer worker absences* (A), *less stress* (B), and *better attitudes* (C).

24 **D** This *weather advisory* broadcast is meant to alert people to heavy *snowfall*. Although the *state*, *roads* and *schools* are mentioned, there is no reference to (A) *state elections*, (B) *road repairs* or (C) *school programs*.

25 **A** The *advisory* specifically addresses drivers or *motorists*, not specifically (B) school children, (C) road crews, or (D) advisors, even though they could drive a car.

26 **C** The advisory announces that *school will begin one hour later than normal*, which is the same as *sixty minutes*. Another announcement could be made (B) at 6 a.m. (D) to *cancel classes*. For now, they will be held, but not (A) at the normal time.

Reading Test

Part 5**Incomplete sentences**

27 **D** After the verb *avoid*, the gerund form (-*ing*) is used. (A) is the past participle, (B) is the infinitive without *to*, and (C) is the infinitive.

28 **C** In reported speech, the future is expressed with *would* and the main verb. (A) is the present continuous, (B) the present simple, and (D) the subjunctive.

29 **C** *Strictly enforced* is a common collocation. (A), (B), and (D) are not commonly employed as adverbs with *enforced*.

30 **A** *Progress* is commonly collocated with the verb *to make*. (A), (B), and (D) are incorrect.

31 **C** The subordinating conjunction *even though* is needed to complete the dependent clause of a complex sentence. (A), (B), and (D) are incorrect.

32 **B** Gerund forms (-*ing*) follow prepositions, in this case *to*. (A) is the past participle, (C) the third person singular form of the present simple, and (D) the infinitive without *to*.

33 **D** The *if* clause of a third conditional requires the past perfect, which is formed with *had* and the past participle form of the main verb, in this case *had*. (A) is the third person singular of the present simple and (B) the present perfect. (C) is the third conditional form used in the *then* clause.

34 **A** (A) is the subjunctive form. Verbs in *that* clauses that are introduced with *require* take the infinitive form without *to*. (B) is the third person singular of the present simple, (C) the emphatic past tense form, and (D) the present perfect tense.

35 **B** *To come up with* is a three-part phrasal verb meaning "to produce". (A), (C), and (D) do not form phrasal verbs with *up with*.

36 **C** Only *ought* is followed by the infinitive form. (A), (B), and (D) cannot be used before an infinitive with *to*.

37 **C** The gerund form of the verb, ending with *-ing*, is used after prepositions. (A) is the simple form. (B) is the infinitive form. (D) is the past participle form.

38 **C** Since the verb *agree* is in the present simple, the negative form requires *not* with the auxiliary verb *does*. (A), (B) and (D) are therefore incorrect.

Part 6**Text completion**

39 **A** Because *the audience* who is being addressed is mentioned, the correct verb is *tell*. (B) expresses the action of speaking and is not correct in this sentence. (C) *say* would be correct if *the audience* were omitted. The speaker is making a statement and not (D) posing a question.

40 **C** The action of *studying* leads to *understanding*. (A), (B), and (D) do not express this result. Also *mutual understanding* is a common collocation.

41 **A** The subordinate conjunction *although* introduces a contrast between two clauses in the same sentence. (B) *despite* is used before a noun or noun phrase and cannot be followed by a verb. (C) *yet* and (D) *but* are *coordinating conjunctions* and do not introduce subordinate or dependent clauses.

42 **C** The sentence requires the third conditional form to express a cause and effect relationship between two actions in the past. The sentence implies that the library *was able to acquire* the collection *on display* now because it *had support*. (A) expresses a conditional in the present. (B) would be used in a first conditional and (D) in a zero conditional sentence.

Part 7**Reading**

43 **D** This is a *renewal* notice, reminding *drivers* to renew their *license* before it *expires*. (A) *Renewal* implies that the drivers already have their license. (B) Nothing is mentioned about having a license *suspended*. (C) The notice only warns drivers about the possibility of receiving a ticket if they drive *without a valid license*.

44 **B** The fee for *license renewal* is \$25.

45 **C** Drivers receive a *five-year license* when they renew it.

46 **B** The website informs companies about *waste reduction techniques or practices*. The site mentions *generating less trash*, but does not mention (A) *increasing business*, (C) *electricity* or (D) *hiring*.

47 **C** Waste reduction practices save *(your) company money*. (A) and (B) are not logical, because the

website only says that such practices *conserve landfill space and preserve natural resources*. (D) There is no mention of *office equipment*.

48 **D** There is no mention of *developing human resources*. (A) Companies can *call to schedule a visit* by a *Business Recycling consultant*. The site directs companies to (B) the *Best Practices* page to *help them reduce trash* and (C) to *use the Recycler Finder* to locate a recycler.

49 **B** Nick Castori introduces himself as *head* of a *municipal task force* and also signs his email indicating the *task force*. He is most likely writing to (A). And nothing can be inferred that he is either (C) or (D).

50 **C** He writes that he would like to *share new guidelines and new recommendations* with *Smart Business Recycling*. He closes his letter mentioning the possibility of *collaborating*. He is the one providing information, not (A) *requesting more information*. He has a job, so (B) is not correct. (D) is not mentioned.

AUDIOSCRIPT**Review Test 4 Units 10–12****Part 1**

- 1 A The patient is wearing a watch.
B She's reading the manual.
C He's looking for his glasses.
D She's checking the patient's eyes.
- 2 A He's clearing the snow away.
B He's showing his house.
C The street is covered with snow.
D He's shoveling the soil in his garden.
- 3 A The parking lot is full.
B There's an overpass across the freeway.
C Traffic is stopped in both directions.
D The commuters are riding the bus.
- 4 A The man is waving to the cyclists.
B He's raising his arm above his head.
C The man is directing traffic.
D He's pointing out the problem.

Part 2

- 5 Where do you stand on this issue?
A Yes, we're near the elevator.
B Over there, next to the photocopier.
C I share Don's point of view.
- 6 How about next Tuesday for your annual check-up?
A It's about the checking account.
B That would be fine.
C About twice a week.

7 Wouldn't it be better to get a second opinion?

- A You're right. It wouldn't help at all.
- B Good idea. Let's ask Toshiro.
- C Unfortunately, the results haven't improved.

8 May I have this prescription filled, please?

- A I'm sorry. There's no more room.
- B I'll need to order this. You can pick it up this afternoon.
- C It certainly is very filling.

9 Have you heard the weather report?

- A Yes, the announcement was delayed.
- B I'm not sure whether it's hers.
- C The forecast is for clear, sunny skies.

10 Would you be interested in joining our fitness group?

- A Thank you for asking, but I already have a membership at the gym.
- B Could you get me a larger size? This one doesn't fit.
- C Yes, we can open a joint account.

11 When do we need to submit our planning application?

- A To the planning department.
- B Next Tuesday at the latest.
- C By two members of the department.

12 Didn't you think that last apartment was too small?

- A But considering the location, it's a great deal.
- B We were thinking about going to the mall.
- C Yes, it lasted longer than I thought it would.

13 When will the commuter lanes re-open?

- A We'd be more than happy to pass on the message.
- B Not before next week. Until then we'll just have to leave earlier.
- C You can come as late as you want.

14 Did the doctor tell you to change your diet?

- A He didn't say anything about that.
- B Yes. I'm meeting them at four.
- C No, I can't tell the difference.

Part 3

Questions 15 through 17

Man John said that you are moving into a new house in the suburbs. Is that right?

Woman Yes. Real-estate prices were so high that we couldn't afford to buy in the city.

Man I know what you mean. Housing costs have skyrocketed in the last year.

Woman Yeah. We were lucky to get it for such a good price.

Questions 18 through 20

Man Hi, Mary. You're in early this morning, aren't you? I thought you usually started at nine.

Woman Well, I used to, yes. But I've decided to start work one hour earlier every day. That way I don't get stuck in traffic on my way in and when I go home.

Man I wish I could do the same, but there's no way I can start this early every day. I usually have to drop the kids at school before I get here.

Woman Well, you'd certainly save some time if you could. I reckon it's reduced my travel time by at least an hour every day.

Part 4

Questions 21 through 23

Hi, my name's Steve Zachery and I'll be leading today's seminar entitled "On-the-job Fitness". We will be looking at how and why your company should consider developing a corporate fitness program. But let's begin with the bottom line; what are the real, tangible benefits of a corporate fitness program? Human resources directors that have implemented complete health plans have reported many positive outcomes. These benefits range from fewer worker absences to better attitudes, greater corporate loyalty, and less stress. Companies have also found such fitness programs to be a valuable recruiting tool that improves employee retention. One of the most significant long-term advantages is reduced health insurance costs for you and your employees.

These are just a few of the points we'll be covering today in greater detail. So turning to ...

Questions 24 through 26

The National Weather Service has issued a winter weather advisory for tonight. Temperatures over the state will remain cold enough to produce steady snow through at least midnight. Snow is expected to accumulate from three to five inches across Jefferson County, while four to six inches are likely in Madison County. Motorists are urged to exercise caution while driving. Many roads across the advisory area will be snow-covered and icy. Due to the heavy amounts of snow, schools in Jefferson and Madison Counties have announced a "Delayed opening" tomorrow. School will begin one hour later than normal in order to allow road crews to clear roads and highways. In the event that heavy snow makes it dangerous to hold regular classes and forces closure of school, an announcement will be made by the school district and broadcast tomorrow morning at 6 a.m. on this and other radio stations. Stay tuned for further information.

Classroom Activities for the TOEIC®

Each of the following interactive classroom activities for TOEIC® preparation focus on one of the seven parts of the test and are designed to enhance students' understanding of the format and the question types that are specific to each part. The activities can be done either in groups of varying sizes or in pairs.

Activity 1 (Part 1: photographs)

Material: selection of TOEIC®-type photos

Duration: 30–40 minutes depending on the number of students

Instructions

- Select enough photos so that there is at least one photo for every pair. The photos should reflect the types of pictures that are used in the first part of the test (i.e. indoor or outdoor scenes relating to work, leisure, transport, travel, etc.). You can clip suitable photos from magazines.
- Assign one photo to each pair and get students to brainstorm it for suitable vocabulary.
- Ask them to prepare one statement about their photo. (You can provide corrections if necessary.) Remind students that their statements should not be too straightforward as this is not the case on the test.
- Redistribute the photos so that each pair has a different one.
- Each pair takes turns reading out the statements that they have prepared. The pair who now has the photo that the statement refers to has to recognize it!

Activity 2 (Part 1: photographs)

Material: 1 photo for each pair of students

Duration: 30–40 minutes

Instructions

- Assign one photo to each pair.
- Ask them to focus on the actions and body positions of the people in the picture, then on the positions of the people in relation to each other.
- Get students to write two statements about each photo, which are not entirely true. The statements should include references to people or objects that can be seen in the photo, but should contain an

incorrect description of either the body positions of the people or of the positions of the people and objects in relation to each other.

- The pairs exchange statements and photos with another pair.
- Each pair modifies the statements to make them true, then returns them to the others.

Activity 3 (Part 1: photographs)

Material: 1 photo for each pair of students

Duration: 30–40 minutes

Instructions

- Assign one photo to each pair.
- Each pair takes turns asking another pair a series of closed questions until they have a clear idea what is pictured. (*Is there more than one person in the photo? Are they playing a game?, etc.*)

This activity can also be done with a complete group. Each pair takes turns answering the questions of the group.

Activity 4 (Part 2: questions)

Material: slips of paper with answers
separate slips of paper with questions

Duration: 30–40 minutes

Instructions

- Prepare a series of Part 2 questions with the corresponding correct answers on separate slips of paper. There should be enough for each student to have two questions and two answers.
- Distribute at least two answers per student and place the questions in a hat.
- Students take turns picking a question out of the hat and reading it out to the rest of the class.
- The student who thinks that he / she has the right answer to the question reads it out.

Extra activity (Part 2: questions)

Material: slips of paper with questions and answers from Part 2 exchanges
Duration: 25 minutes

Instructions

- Divide the class into two groups. The students in one group each receive one question while those in the second group receive one answer.
- Students memorize their questions and answers, then mix together.
- Students with questions pronounce their questions. Students with answers respond until they have identified the person who has the matching question or answer.

Activity 5 (Part 3: short conversations)

Material: individual slips of paper, each with 1 exchange (line of dialogue) from several short conversations (the 4 parts of each conversation should be on separate pieces of paper)

Duration: 40–60 minutes

Instructions

- Distribute one line from a dialogue to each student or pair of students. For a class of ten students, you will require 20 slips of paper for each of the exchanges from five short conversations. One student will have the first line from the conversation and another will have the second. The slips of paper with the third and fourth lines of the conversations will be placed on a table.
- Students memorize their "lines", then move around the classroom speaking them to other students until they have found the partner whose lines fit with theirs.
- Pairs of students then identify the missing lines from their conversation from the slips of paper on the table.
- Each pair then practices acting out the complete dialogue before performing it in front of the class.

Extra activity (Part 3: short conversations)

Material: jumbled exchanges for Part 3 conversations

Instructions

- Working in pairs, students have to reconstitute the correct sequence for each conversation.

OR

- Students are given two exchanges from Part 3 conversations, then have to write the missing exchanges which must include a selection of words that they have been given.

Activity 6 (Part 4: short talks)

Material: bingo cards with keywords taken from a selection of Part 4 short talks

Duration: 30 minutes

Instructions

- Each group or pair receives a different bingo card with 12 words. Each card features three keywords from each of three short talks and three distractors (words which do not appear in any of the talks, but which may be similar in sound to words that do appear).
- Students listen to the three short talks and circle the words as they hear them. The first group to recognize the nine keywords on their card is the winner.

Extra activity (Part 4: short talks)**Instructions**

- This game is played in teams. Play a Part 4 short talk, then read out each question.
- The first team to score five correct answers is the winner.

Activity 7 (Part 5: incomplete sentences)

Material: photocopies of 20 sentences from Part 5. Present each Part 5 sentence without the multiple-choice answers.

Duration: 25–30 minutes

Instructions

- Distribute photocopies and give each team ten minutes to agree on one suitable word to complete each sentence.
- Ask one team to supply the answer to the first sentence and award a score.

Scoring system:

- 1 point for correctly completing the sentence
- 1 point for challenging an incorrect answer and providing a correct one
- 0 points for an incorrect answer or no answer
- 1 point for challenging a correct answer

- Distribute a photocopy with a jumbled list of the original correct answers. The first team to insert the correct answer into each sentence wins a bonus of three points.

Activity 8 (Part 6: text completion)**Material:** photocopies of several short texts.

Photocopies of the same short texts but with selected words blanked out.

Duration: 40 minutes

Instructions

- Distribute one short text, in which you have blanked out four or more words, to each pair. Make sure that the words that you have blanked are of different types (verbs, nouns, etc.). The pair should then write in the type of word that they think is missing and then try to provide a suitable word to complete the blank.
- Distribute complete short texts to pairs of students. They should read the text and then select four or more words to blank out themselves. Once they have done this each pair passes on their document to the next pair for them to complete. Ask the students not to write on the documents and to note down their answers. Once all the documents have been read you should get each pair to reveal which words they blanked.

Activity 9 (Part 7: reading comprehension)**Material:** sets of 4 texts and a selection of comprehension questions on individual slips of paper

Duration: 30 minutes

Instructions

- A set of three or four texts and eight to ten comprehension questions is distributed to each group.
- Students read the texts, then match each question to one of the texts.
- The first group to successfully match and answer the questions is the winner.

You can photocopy these scoring grids for your students and use them for the Practice Test and Review Tests. You should remind your students that for Part 2 questions on the Review Tests they will not need to use the (D) circle. Part 2 questions only have (A), (B) and (C) answers.

Target Score Practice Test Answer Sheet

Be sure to completely fill in the circle that corresponds to your answer choice. Completely erase errors or stray marks.				CORRECT	WRONG	WRONG	WRONG	WRONG	
				EXAMPLE: A B C D	A B C D	A B C D	A B C D	A B C D	
LISTENING SECTION				READING SECTION					
1 A B C D	26 A B C	51 A B C D	76 A B C D	101 A B C D	126 A B C D	151 A B C D	176 A B C D		TCS
2 A B C D	27 A B C	52 A B C D	77 A B C D	102 A B C D	127 A B C D	152 A B C D	177 A B C D		
3 A B C D	28 A B C	53 A B C D	78 A B C D	103 A B C D	128 A B C D	153 A B C D	178 A B C D		
4 A B C D	29 A B C	54 A B C D	79 A B C D	104 A B C D	129 A B C D	154 A B C D	179 A B C D		
5 A B C D	30 A B C	55 A B C D	80 A B C D	105 A B C D	130 A B C D	155 A B C D	180 A B C D		
6 A B C D	31 A B C	56 A B C D	81 A B C D	106 A B C D	131 A B C D	156 A B C D	181 A B C D		
7 A B C D	32 A B C	57 A B C D	82 A B C D	107 A B C D	132 A B C D	157 A B C D	182 A B C D		
8 A B C D	33 A B C	58 A B C D	83 A B C D	108 A B C D	133 A B C D	158 A B C D	183 A B C D		
9 A B C D	34 A B C	59 A B C D	84 A B C D	109 A B C D	134 A B C D	159 A B C D	184 A B C D		
10 A B C D	35 A B C	60 A B C D	85 A B C D	110 A B C D	135 A B C D	160 A B C D	185 A B C D		
11 A B C	36 A B C	61 A B C D	86 A B C D	111 A B C D	136 A B C D	161 A B C D	186 A B C D		
12 A B C	37 A B C	62 A B C D	87 A B C D	112 A B C D	137 A B C D	162 A B C D	187 A B C D	3R	3CS
13 A B C	38 A B C	63 A B C D	88 A B C D	113 A B C D	138 A B C D	163 A B C D	188 A B C D		
14 A B C	39 A B C	64 A B C D	89 A B C D	114 A B C D	139 A B C D	164 A B C D	189 A B C D		
15 A B C	40 A B C	65 A B C D	90 A B C D	115 A B C D	140 A B C D	165 A B C D	190 A B C D		
16 A B C	41 A B C D	66 A B C D	91 A B C D	116 A B C D	141 A B C D	166 A B C D	191 A B C D		
17 A B C	42 A B C D	67 A B C D	92 A B C D	117 A B C D	142 A B C D	167 A B C D	192 A B C D		
18 A B C	43 A B C D	68 A B C D	93 A B C D	118 A B C D	143 A B C D	168 A B C D	193 A B C D	2R	2CS
19 A B C	44 A B C D	69 A B C D	94 A B C D	119 A B C D	144 A B C D	169 A B C D	194 A B C D		
20 A B C	45 A B C D	70 A B C D	95 A B C D	120 A B C D	145 A B C D	170 A B C D	195 A B C D		
21 A B C	46 A B C D	71 A B C D	96 A B C D	121 A B C D	146 A B C D	171 A B C D	196 A B C D		
22 A B C	47 A B C D	72 A B C D	97 A B C D	122 A B C D	147 A B C D	172 A B C D	197 A B C D		
23 A B C	48 A B C D	73 A B C D	98 A B C D	123 A B C D	148 A B C D	173 A B C D	198 A B C D		
24 A B C	49 A B C D	74 A B C D	99 A B C D	124 A B C D	149 A B C D	174 A B C D	199 A B C D		
25 A B C	50 A B C D	75 A B C D	100 A B C D	125 A B C D	150 A B C D	175 A B C D	200 A B C D	1R	1CS

Target Score Review Tests Answer Sheet

1 A B C D	11 A B C D	21 A B C D	31 A B C D	41 A B C D
2 A B C D	12 A B C D	22 A B C D	32 A B C D	42 A B C D
3 A B C D	13 A B C D	23 A B C D	33 A B C D	43 A B C D
4 A B C D	14 A B C D	24 A B C D	34 A B C D	44 A B C D
5 A B C D	15 A B C D	25 A B C D	35 A B C D	45 A B C D
6 A B C D	16 A B C D	26 A B C D	36 A B C D	46 A B C D
7 A B C D	17 A B C D	27 A B C D	37 A B C D	47 A B C D
8 A B C D	18 A B C D	28 A B C D	38 A B C D	48 A B C D
9 A B C D	19 A B C D	29 A B C D	39 A B C D	49 A B C D
10 A B C D	20 A B C D	30 A B C D	40 A B C D	50 A B C D

Photocopyable

Target Score Sample Test Scoring Conversion Table

No. of Correct answers	Listening Score	Reading Score
0	5	5
1	5	5
2	5	5
3	5	5
4	5	5
5	5	5
6	5	5
7	10	5
8	15	5
9	20	5
10	25	5
11	30	5
12	35	5
13	40	5
14	45	5
15	50	5
16	55	10
17	60	15
18	65	20
19	70	25
20	75	30
21	80	35
22	85	40
23	90	45
24	95	50
25	100	60
26	110	65
27	115	70
28	120	80
29	125	85
30	130	90
31	135	95
32	140	100
33	145	110
34	150	115
35	160	120
36	165	125
37	170	130
38	175	140
39	180	145
40	185	150
41	190	160
42	195	165
43	200	170
44	210	175
45	215	180
46	220	190
47	230	195
48	240	200
49	245	210
50	250	215
51	255	220

No. of Correct answers	Listening Score	Reading Score
52	260	225
53	270	230
54	275	235
55	280	240
56	290	250
57	295	255
58	300	260
59	310	265
60	315	270
61	320	280
62	325	285
63	330	290
64	340	300
65	345	305
66	350	310
67	360	320
68	365	325
69	370	330
70	380	335
71	385	340
72	390	350
73	395	355
74	400	360
75	405	365
76	410	370
77	420	380
78	425	385
79	430	390
80	440	395
81	445	400
82	450	405
83	460	410
84	465	415
85	470	420
86	475	425
87	480	430
88	485	435
89	490	445
90	495	450
91	495	455
92	495	465
93	495	470
94	495	480
95	495	485
96	495	490
97	495	495
98	495	495
99	495	495
100	495	495

Number of Correct Listening Answers /100 = Listening Score _____

Number of Correct Reading Answers /100 = Reading Score _____

Listening Score + Reading Score = Total Estimated Practice Test Score /990

Target Score

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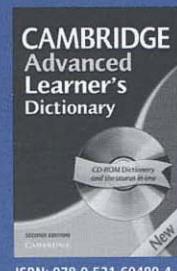
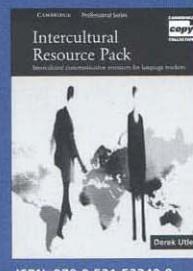
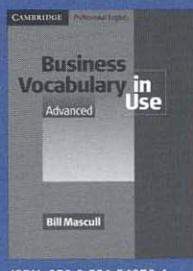
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- Student's Book with two audio CDs, plus a test booklet with audio CD and answer key
- Teacher's Book

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ISBN 978-0-521-70665-0



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